SEVENTH EDITION

GRAMMAR IN CONTEXT BASIC

TEACHER'S GUIDE

Grammar in Context brings grammar alive through engaging readings that contextualize grammar for more meaningful practice. National Geographic photography and stories deliver real-world content to improve grammar awareness and retention. Students learn more, remember more, and use language more effectively when they learn grammar in context.

NEW IN *GRAMMAR IN CONTEXT*, 7TH EDITION:

- **Updated readings** present target grammar in context and prepare students for practice and personalization.
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- **New reading comprehension** questions ensure students understand what they have read.
- **New Fun with Grammar** activities keep the classroom lively and give students another chance to practice the grammar.
- **New Summary and Review** sections help students revisit key points and assess their progress.
- **From Grammar to Writing** gives editing advice and practice to set students up to successfully apply the grammar to writing.

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ISBN-13: 978-0-357-14032-1
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ON THE COVER | The High Trestle Bridge stands 13 stories high and spans half a mile across the Des Moines River, Des Moines, Iowa. © Jason Mrachina

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***Grammar in Context Basic,* Seventh Edition**
Teacher's Guide

Publisher: Sherrise Roehr
Executive Editor: Laura Le Dréan
Development Editor: Lisl Bove
Director of Global Marketing: Ian Martin
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Composition: MPS North America LLC

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ISBN: 978-0-357-14032-1

National Geographic Learning
200 Pier 4 Boulevard
Boston, MA 02210
USA

Locate your local office at **international.cengage.com/region**

Visit National Geographic Learning online at **ELTNGL.com**
Visit our corporate website at **www.cengage.com**

National Geographic Learning

Printed in the United States of America
Print Number: 01 Print Year: 2020

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GRAMMAR IN CONTEXT BASIC

CONTENTS

Features of *Grammar in Context, Seventh Edition* Teacher's Guide iv

Ten Tips for Customizing to Fit your Program v

Suggestions for Teaching a Unit vi

Unit 1 1

Unit 2 9

Unit 3 17

Unit 4 23

Unit 5 34

Unit 6 42

Unit 7 51

Unit 8 61

Unit 9 68

Unit 10 76

Unit 11 82

Unit 12 93

Audio Scripts for Exercises 100

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FEATURES OF *GRAMMAR IN CONTEXT, SEVENTH EDITION* TEACHER'S GUIDE

Grammar in Context, Seventh Edition, contains a rich variety of material, making it easy to customize to any program's needs. This Teacher's Guide will help you take full advantage of the National Geographic images and content in the Student Book. It includes an abundance of ideas to make planning your syllabus and preparing units easier than ever before. It also reinforces an active inductive approach to instruction that will encourage your students to discover answers and rules for themselves. Here's what the *Grammar in Context , Seventh Edition* Teacher's Guide offers you:

Suggestions for teaching a unit (see page vi).

Ten tips for customizing the content to fit your program (see page v).

UPDATED About the Quote sections for each unit opener. These provide teachers with helpful information about the author and the context of the quote and can help to deepen any discussion about the unit's opening photo, quote, or theme.

UPDATED Context Notes for the unit openers and each reading within the units. These provide teachers with information that they can read to students or share at various opportune moments to build students' background knowledge, answer their questions, or even challenge their assumptions.

NEW Reading comprehension activities that provide a quick comprehension check to make sure students understood the reading.

NEW Audio for the Words to Know sections, which provide vocabulary that is essential for students to understand what they are reading, listening to, and practicing. The target words are presented within sentences, so students can hear the words used in context.

UPDATED Grammar chart presentation ideas that offer a variety of ways to present and check students' understanding of the grammar points.

NEW Grammar in Use boxes provide added, real-life usage information, particularly for interpersonal communication.

NEW Fun with Grammar boxes with game-like activities that get students to practice the grammar in an interactive and fun way.

NEW Summary and Review sections help students revisit key points and assess their progress.

Clearly identifiable "Fast Track" icons ◣ that highlight essential readings, charts, and exercises for courses that don't have the time to present and practice the full range of readings, grammar charts, and exercises available in *Grammar in Context, Seventh Edition*. Teaching these essential items gives students a basic understanding of and practice with the most important grammar in each unit.

Suggested times for every part of the unit that provide a useful framework for unit planning.

Answers for every student book activity, as well as answers for suggested presentation or comprehension check questions.

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TEN TIPS FOR CUSTOMIZING TO FIT YOUR PROGRAM

1. Work within your curriculum.

Let your curriculum guide you on what to cover from this rich, comprehensive series. The exercises that follow each grammar chart only practice the grammar presented within that chart, so there's no fear of students needing to use grammar from a skipped chart to complete other grammar exercises.

2. Do the *Review* section at the start of each unit.

One way to find out how much practice your students need is to have them complete the Review at the beginning of the unit. You can use the results to decide which grammar points from the unit to focus on in your lessons.

3. Assign the readings as homework.

All the readings are important in introducing the grammar in context and should not be skipped. To save class time, however, the readings can be done at home. The readings illustrate the grammar in a stimulating context and are leveled so that classroom instruction on how to read should not be necessary.

4. Set time limits for each fill-in-the-blank exercise.

Set a maximum time limit for each exercise. Suggested times are given in this Teacher's Guide. Students can complete any unfinished exercises at home, and you can review answers in the next class.

5. Assign audio-based exercises for lab time.

Save exercises that contain audio tracks (indicated with a listening icon) to do during computer lab time, or assign them as homework.

6. Be selective with About You exercises and Fun with Grammar activities.

These exercises are communicative. If your students attend another class for speech and conversation, you may decide to skip these, or use them every once in awhile.

7. Use the Skill Practice ideas if there is time.

The Skill Practice ideas allow you to extend the grammar practice through listening, speaking, reading, and writing. Use them to provide more targeted support to your students as time permits.

8. Assign exercises for extra credit.

Students can go beyond the basic curriculum and do more of the exercises at home for extra credit.

9. Let students check answers at home.

Give students the relevant sections of the answer key from the companion site (ELTNGL.com/grammarincontextseries) so that they can check their answers at home. Set aside time at the beginning of the next class or once a week to go over any questions students' have about their work.

10. Use this Teacher's Guide.

Each level of the student book has an accompanying Teacher's Guide, which offers comprehensive teaching suggestions on how to present and teach each grammar point.

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SUGGESTIONS FOR TEACHING A UNIT

1. How to use the unit opener photo and quote

Use the photo, caption, and quotation to interest students in the topic. Provide background information on the photo and person who is quoted (included in the Context Note and About the Quote section for each unit opener). Use the discussion questions provided on the Classroom Presentation Tool to increase students' interest in the unit theme and get them thinking critically. Tell students the grammar they will study in the unit and elicit any prior knowledge.

2. How to approach the reading

Use photos, captions, graphs, titles, other special text features, and the "Did you know?" notes to guide students to predict main ideas in the reading. Set up a short discussion of the Before You Read questions to activate students' prior knowledge. Ask for a few volunteers to share their answers with the class. Pre-teach the Words to Know sections (there are some suggestions in the Teacher's Guide). Play the audio and have students listen and read along silently. Encourage students to read for key ideas and details. Do the Comprehension exercise to check students' basic understanding of the reading. For added comprehension practice, have students do the Listen activity. Use the Context Note in the Teacher's Guide to provide further insight on the topic or to add interest.

3. How to teach the grammar charts

Use the variety of presentation approaches in this Teacher's Guide to:

- guide students to discover rules and explanations for themselves;
- offer extra examples/activities to elicit background knowledge or check comprehension of the grammar point;
- have students review examples, explanations, notes, and corresponding Grammar in Use boxes; and
- clarify any vocabulary students may not understand.

Use the Classroom Presentation Tool to display the charts in the classroom.

4. How to approach the exercises in general

Have students read the direction line. Complete the first item with the class. Have students complete the rest of the exercise individually. Remind them to review the grammar chart if necessary. Then have them check their answers in pairs or small groups, before reviewing as a class. You can also use the Classroom Presentation Tool to do the exercises and display the answers.

Use the Skill Practice ideas in this Teacher's Guide to extend the practice of the grammar point, with a focus on Reading, Writing, Listening, or Speaking.

5. How to approach the summary

Use the variety of presentation approaches in this Teacher's Guide to review the grammar charts from the unit. These suggestions include, but are not limited to, having students: write additional example sentences; return to readings to find examples of different uses of the grammar; play games or engage in interactive activities in which they need the grammar.

6. How to approach the editing

Write the (unedited) sentences from the Editing Advice on the board. Ask students (individually, in pairs, or as a class) to correct each one, and provide a rule or explanation for each correction. Then have them read the Editing Advice in the book to compare their answers. Go over any questions they have. Then have them complete the Editing Practice. For any items they have difficulty with or questions about, have them review the relevant grammar chart(s).

7. How to handle the writing task and Learner's Log

Have students complete the writing task in class or at home, and collect their writing for assessment as needed. Have students complete their Learner's Log at home and submit it for feedback.

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UNIT

1 WELCOME TO THE UNITED STATES

GRAMMAR CHARTS

1.1 Subject Pronouns (page 6)
1.2 *Be*—Affirmative Statements (page 7)
1.3 Contractions (Short Forms) (pages 10–11)
1.4 Singular and Plural (page 12)
1.5 *This, That, These, Those* (page 13)
1.6 *Be*—Negative Statements (page 17)
1.7 Adjectives (page 18)
1.8 Expressions with *It* (page 20)
1.9 Singular and Plural—Spelling Rules (page 21)

UNIT OPENER

Have students look at the photo as you read the caption. Ask: *Why are the people holding American flags?* (because they are at their citizenship ceremony) Read the quote and rephrase it if necessary. Ask: *Do you agree with the quote? Why or why not?* For more discussion questions, open the activity on the Classroom Presentation Tool.

CONTEXT NOTE

More than 1 million immigrants come to the Unites States every year. There are many services available to help them as they settle into their new life in America. Some services are provided by the government, while others are available through local organizations. These services range from language classes to applying for a social security number. Community-based organizations provide more hands-on help to immigrants and can help with getting the essentials, such as appropriate clothing and adequate food. The website for the U.S. Citizenship and Immigration Services has a guidebook available in 14 languages with practical information on settling into life in the United States: *Welcome to the United States: A Guide for New Immigrants.*

ABOUT THE QUOTE

Barack Obama was the 44th president of the United States and the first African American president. He grew up in a multicultural environment, which directly influenced his values. He had a white American mother and a black Kenyan father. He also had an Indonesian stepfather.

BEFORE YOU READ page 4

Time: 5 min.

Answers will vary.

READING 1 1.1

Help for New Immigrants page 4

Time: 5–10 min.

1. Point to Dorota and Simon in the photo. Ask: *Where are they?* (the airport) *What does the sign say?* (Welcome) *Who do they welcome?* (immigrants) Have students predict what the reading is about.
2. Ask: *What is new or different for you in the United States?* Have students discuss the Before You Read questions in pairs or small groups. Ask several students to share their answers with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *When does a 24-hour store close?* (It doesn't close.) *What are some examples of local supermarkets, laundromats, and other stores that are open 24 hours a day?*
4. Play the audio and have students read along silently.

COMPREHENSION page 4

Time: 5–10 min.

Answers: 1. T; **2.** F; **3.** F

WORDS TO KNOW page 5 1.2

Time: 10–15 min.

1. Be sure to use visuals, realia, and body language to illustrate meanings of difficult terms. For example, for

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both, point to Dorota and Simon in the photo on page 4. Say: *Dorota and Simon. One, two.* Both *means two.* For *different,* display items of opposite size, shape, or color (e.g., one short pencil, one long pencil). For *confused,* bring in a strange gadget and mime confusion. When possible, always point to pictures in the book that illustrate the new vocabulary items.

2. To check comprehension of additional vocabulary items, ask questions such as: *What is in a supermarket?* (food), *Where do you put money?* (in a bank) *What is your first language?* (Answers will vary.)

SKILL PRACTICE: SPEAKING

Have students practice the conversation in pairs. Ask volunteers to role-play the conversation for the class.

LISTEN page 5 1.3

Time: 10–15 min.

Answers: 1. False; **2.** False; **3.** False; **4.** False; **5.** True; **6.** True; **7.** False; **8.** True

CONTEXT NOTE

Until 1954, most immigrants entered the United States through Ellis Island in the Port of New York and New Jersey. The island processed more than 12 million immigrants from its opening in 1892 to its closing in 1954. It eventually became a part of the Statue of Liberty National Monument and now contains a museum of immigration.

The United States has many immigrants from Dorota's and Simon's countries. In addition to Poland and Mexico, many immigrants come from China, India, the Philippines, South Korea, Japan, Jamaica, Haiti, El Salvador, the Dominican Republic, Vietnam, Colombia, Guatemala, and Russia. Until the 1970s, immigrants mostly came from Europe.

Online search terms: Ellis Island photos; Ellis Island Museum of Immigration; *Welcome to the United States: A Guide for New Immigrants* PDF; U.S. immigration statistics

1.1 Subject Pronouns page 6

Time: 10–15 min.

1. Have students look at the pictures in grammar chart **1.1** and read the dialogs.
2. Check understanding of the pronouns. For example, use gestures to elicit the pronouns, such as: pointing to yourself (*I*), pointing to a male (*he*) and female (*she*) in the classroom, holding up a pen (*it*), using your fingers to mime enclosing yourself and students in the classroom (*we*), etc.

EXERCISE 1 page 6

Time: 10–15 min.

Answers: 1. We; **2.** She; **3.** I; **4.** He; **5.** We; **6.** It; **7.** They; **8.** You

SKILL PRACTICE: WRITING AND SPEAKING

Have students work in pairs to write short two-sentence dialogs with subject pronouns (e.g., *I am Juliana. He is Marco.*) and perform them for the class.

1.2 *Be*—Affirmative Statements page 7

Time: 10–15 min.

1. Elicit the forms of *be* and write them on the board. Ask volunteers for example sentences and write them on the board next to the relevant form of *be*. Then have students look at grammar chart **1.2.**
2. Review the example sentences. Say: *We use* is *with one subject, such as* he, she, it, Dorota, Simon. Ask: *When do we use* are*?* (with more than one subject) Say: *One is* singular. *More than one is* plural. Write the words *singular* and *plural* on the board with their definitions.
3. Direct students' attention to the Notes. Help students create examples for each category of use if necessary.
4. Write on the board in one column the uses of *be* (describe the subject, tell where the subject is from, classify the subject, show location). In another column, write one sentence illustrating each use, varying the order from the uses of *be*. Have students match the uses and sentences.

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EXERCISE 2 page 7

Time: 10–15 min.

Answers: 1. is; **2.** am; **3.** are; **4.** are; **5.** are; **6.** is; **7.** are; **8.** is

EXERCISE 3 page 8 1.4

Time: 5–10 min.

Answers: 1. am; **2.** are; **3.** am; **4.** am; **5.** am; **6.** is; **7.** is; **8.** are; **9.** am; **10.** are; **11.** is; **12.** are

ABOUT YOU page 8

Time: 5–10 min.

Answers will vary.

ABOUT YOU page 8

Time: 5–10 min.

Answers will vary.

SKILL PRACTICE: WRITING AND SPEAKING

Have students work in pairs to create two sentences about their partner. The first sentence should state their partner's name, and the second sentence should tell where their partner is from. If needed, write a model on the board (e.g., *He is Vlad. He is from Russia.*). Pair students from different countries if possible. Have students introduce their partners to the class.

BEFORE YOU READ page 9

Time: 5 min.

Answers will vary.

READING 2 1.5

Using the Laundromat page 9

Time: 5–10 min.

1. Point to the photo. Say: *This is Dorota and Shafia. Where are they?* (the laundromat) Have students look briefly at the reading and use the photo to predict what the reading is about.
2. Ask: *Do you go to the laundromat? Do you use washers and dryers?* Have students discuss the Before You Read questions in pairs or small groups. Ask a few students to share their answers with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *What is a load?* (the amount of clothes that are put into the washer or dryer at one time) *How many loads do you wash per week?*
4. Play the audio and have students read along silently.

COMPREHENSION page 9

Time: 5–10 min.

Answers: 1. F; **2.** T; **3.** T.

WORDS TO KNOW page 10 1.6

Time: 10–15 min.

1. Be sure to use visuals, realia, and body language or create additional example sentences to illustrate meanings of difficult terms. For example, for *don't worry,* use a visual of an anxious face to illustrate worry. For *together,* ask a volunteer to stand next to you at the front of the classroom and indicate with gestures that you are *together*. For *right,* hold up two objects, such as pens, and ask: *How many* [pens] *do I have?* (two) Then say: *You're* right! For *empty,* display a container with pencils and pens in it and another that is empty.
2. Have students underline an example of each vocabulary item in the reading. Ask volunteers to read aloud the sentences with vocabulary items.

SKILL PRACTICE: SPEAKING

Have students practice the conversation in pairs. Monitor to help students with pronunciation. Ask volunteers to role-play the conversation for the class.

LISTEN page 10 1.7

Time: 10–15 min.

Answers: 1. True; **2.** True; **3.** False; **4.** True; **5.** True; **6.** False

CONTEXT NOTE

Clothing labels provide instructions on how to clean and care for an item. Labels contain both written instructions and symbols. A rectangle with a circle in it means the clothing can go in the dryer. Dots in the circle tell how hot the dryer can be. Many dots mean that it is safe to put the clothing in a very hot dryer.

Online search terms: how to use a washer and dryer video; washer and dryer advertisements; laundry detergent advertisements; world's largest laundromat

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1.3 Contractions (Short Forms)

pages 10–11

Time: 5–10 min.

1. Have students look at grammar chart **1.3**. Have them scan the long forms and the contractions. Say: To contract *means to make smaller. How do you contract a subject with the verb* be*?* (Take out one letter of the verb, add an apostrophe, add the new verb to the subject.) *What letter do you take from* am*?* (*a*) *From* is*?* (*i*) *From* are*?* (*a*)
2. To help students understand how to form a contraction, write a few long forms on the board. Strike out the appropriate letter from the verb and write the contraction (e.g., *I am > I ~~a~~m > I'm*).
3. Review the example sentences for each contraction. Have students close their books. Write on the board: *Life/is, What/is, The school/is, Everyone/is.* Ask volunteers to contract the subjects and verbs and make example sentences.
4. Draw students' attention to the Notes and Grammar in Use box. Write these sentences on the board: *The towels're big. The blankets are dirty.* Ask: *Which is right? Why?* Point out that we don't usually contract a noun or name + *be* in academic or formal writing.

EXERCISE 4 page 11

Time: 10–15 min.

Answers: 1. I'm; **2. a.** Simon's, **b.** He's; **3. a.** Dorota's, **b.** She's; **4.** They're; **5.** The laundromat's; **6.** It's; **7. a.** You're, **b.** I'm, **c.** We're

EXERCISE 5 page 12 1.8

Time: 10–15 min.

Answers: 1. 'm; **2.** 're; **3.** 'm; **4.** 's; **5.** 'm; **6.** 'm; **7.** 're; **8.** 's; **9.** are; **10.** 's; **11.** 's; **12.** 'm; **13.** are; **14.** 're; **15.** 's; **16.** 's; **17.** 's; **18.** 's; **19.** 're; **20.** 're

1.4 Singular and Plural page 12

Time: 5–10 min.

1. Tell students this chart shows singular and plural forms of nouns. Elicit the meanings of *singular* (one) and *plural* (more than one).
2. Have students look briefly at grammar chart **1.4** and then close their books.
3. Write the nouns from the chart on the board. Include singular and plural forms, such as *machines, coin, towel, blankets, three laundromats, one friend.* Have students write the relevant singular or plural form for each word or phrase. Have students look at the grammar chart and check their work.
4. Elicit the rule for forming plural nouns (add an *-s*) and write it on the board.

EXERCISE 6 page 12

Time: 10–15 min.

Answers: 1. sheets; **2.** quarters; **3.** dimes; **4.** dryers; **5.** nickels; **6.** machines; **7.** towels; **8.** items; **9.** blankets; **10.** coins; **11.** dollars; **12.** citizens

1.5 *This, That, These, Those* page 13

Time: 10–15 min.

1. Tell students that *this, that, these,* and *those* show location and represent a noun.
2. Have students look at the pictures in grammar chart **1.5** and review the explanations.
3. To help students understand the two functions, elicit what each word stands for in the pictures (*this*: laundromat/near, *that:* machine/not near, *these*: quarters/near, *those*: dryers/not near).
4. Go over the contraction with *that* in the Note.
5. Review the Pronunciation Note. Pronounce the sentences in the chart. Then say: *Listen to these words. Raise your hand when you hear the word* this: *this machine/these machines; this sister/these sisters; these seats/this seat; these sheets/this sheet.*
6. Have students work in pairs and draw pictures similar to those in chart **1.5** to illustrate the meanings of *this/that/these/those*. Have them draw one picture per sheet of paper without a label. When they are finished, have students show their pictures to the class and have the class guess the correct label.

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EXERCISE 7 page 13

Time: 10–15 min.

Answers: 1. This is; **2.** That's; **3.** These are; **4.** Those are/These are; **5.** This is/That's; **6.** Those are

EXERCISE 8 page 14

Time: 5–10 min.

Answers: 1. sheets; **2.** are; **3.** These; **4.** They're; **5.** Quarters; **6.** Those; **7.** are; **8.** A dollar; **9.** are; **10.** This

FUN WITH GRAMMAR page 14

Time: 10–15 min.

Answers will vary.

BEFORE YOU READ page 15

Time: 5 min.

Answers will vary.

READING 3 1.9

At the Supermarket page 15

Time: 10–15 min.

1. Ask: *Where are Dorota and Halina?* (at the supermarket) Have students use the photo to predict what the reading is about.
2. Ask: *Are you confused in American supermarkets?* Have students discuss the Before You Read questions in pairs or small groups and share their answers with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *How many times can you use a reusable bag?* (many times) *Do people use reusable bags in your country?*
4. Play the audio and have students read along silently.

COMPREHENSION page 16

Time: 5–10 min.

Answers: 1. F; **2.** T; **3.** F

WORDS TO KNOW page 16 1.10

Time: 10–15 min.

1. Be sure to use visuals, realia, and body language or create additional example sentences to illustrate meanings of difficult terms. For example, for *product* use the picture on page 16. For *price* and *free,* write price tags of $30 and $0 and place them on two books. Hold up one book and ask: *What is the price of this book?* Hold up both books and ask: *Which book costs money?* ($30 book) *Which book is free?* ($0 book) *What does* free *mean?* (does not cost money) For *the same,* hold up two identical items and say: *the same*. Next, hold up a different item. Say: *Not the same.*
2. While reviewing vocabulary, be sure to also clarify the meaning of any new words within the context sentences.

> **SKILL PRACTICE: SPEAKING**
>
> Have students practice the conversation in pairs. Ask volunteers to role-play the conversation in front of the class.

LISTEN page 16 1.11

Time: 10–15 min.

Answers: 1. False; **2.** True; **3.** False; **4.** False; **5.** True; **6.** False; **7.** True; **8.** False

> **CONTEXT NOTE**
>
> Supermarkets are big stores that sell groceries, meat, and produce. Many have a deli and a bakery and also sell school, office, and home supplies. Generally, supermarkets carry thousands of different items.
>
> **Online search terms:** general supermarket layout; popular grocery stores; video of someone using a self-checkout

1.6 *Be*—Negative Statements page 17

Time: 10–15 min.

1. Have students look at the first part of grammar chart **1.6**, which compares negative long forms and contractions. Ask: *What two ways can you make negative statements with contractions?* (subject/*be* contraction + *not*; subject + *be*/*not* contraction)
2. Activate students' prior knowledge of forming contractions. Elicit the method (take out one letter of the verb, add an apostrophe, add the new verb to the subject). Say: *To form negative statements, use this method and add* not. Point out examples in the chart (e.g., *I'm not sure, It's not crowded*.).
3. As students look at the chart, elicit the second method (take out *o* in *not,* put in an apostrophe, add the new "word" to the verb).
4. Review each example in the chart and go over the Notes.

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5. Have students look at the second part of the chart, which compares affirmative and negative statements with *be*. Review the examples. Stress the use of the apostrophe in forming contractions.
6. Have students write negative statements from the affirmative statements in the comparison chart (e.g., *We aren't at the supermarket.*).
7. Have students rephrase the negative statements in the chart using the alternate formula (e.g., *We're not at home.*). Have several students share their sentences with the class.

SKILL PRACTICE: WRITING AND SPEAKING

Have students work in small groups to write false affirmative statements about classmates, such as: [Maria] *is from Poland.* Ask groups to say their sentences aloud and have other students give you the true negative statement ([Maria] *isn't from Poland.*).

EXERCISE 9 pages 17–18

Time: 5–10 min.

Answers: 1. isn't/'s not; **2.** isn't/'s not; **3.** aren't/'re not; **4.** aren't/'re not; **5.** 'm not; **6.** isn't/'s not; **7.** aren't/'re not; **8.** aren't/'re not; **9.** aren't; **10.** isn't/'s not

EXERCISE 10 page 18

Time: 5–10 min.

Answers may vary.

1.7 Adjectives page 18

Time: 10–15 min.

1. Have students close their books. Tell them chart **1.7** is about placing adjectives in sentences. Activate students' prior knowledge of adjectives. Ask: *What is an adjective? What kind of information does it give?* (An adjective is a word that describes a noun and tells which, what kind, and how many.)
2. Elicit adjectives students know and write them on the board. Have students predict where adjectives are placed in sentences.
3. Have students look at grammar chart **1.7**. Review the examples and explanations.
4. Direct students' attention to the Note.
5. Check understanding. Ask: *In what two places can you put adjectives?* (after *be* and before a noun)

EXERCISE 11 page 19 1.12

Time: 10–15 min.

Answers:

Conversation A

1. new; **2.** different; **3.** helpful; **4.** easy; **5.** crowded; **6.** early; **7.** big; **8.** good

Conversation B

9. hot; **10.** open; **11.** big; **12.** different

1.8 Expressions with *It* page 20

Time: 5–10 min.

1. Have students look at grammar chart **1.8.** Elicit the three uses of expressions with *it* (with weather, temperature, and time).
2. Review the examples and explanations. Demonstrate the meaning of *temperature*. Draw a thermometer on the board and say: *This shows temperature.* Draw an arrow going up, say *hot,* and mime sweating. Draw an arrow going down, shiver, and say *cold.*

EXERCISE 12 page 20

Time: 5–10 min.

Answers: 1. a. early, **b.** 7 a.m.; **2.** hot; **3.** cold; **4.** late; **5.** sunny

EXERCISE 13 page 20

Time: 5–10 min.

Answers will vary.

ABOUT YOU page 20

Time: 5–10 min.

Answers will vary. Possible answers: 1. am; **2. a.** is/isn't/is not/'s not, **b.** is/isn't/is not/'s not; **3.** are/aren't/are not; **4.** is/isn't/is not/'s not; **5.** is/isn't/is not/'s not; **6.** are/aren't/are not; **7.** am/'m/am not/'m not

1.9 Singular and Plural—Spelling Rules page 21

Time: 5–10 min.

1. Have students look at grammar chart **1.9**.
2. Review the singular and plural examples and the five rules. Pronounce the singular and plural forms. Remind students that the *-es* on nouns that end in *-sh, -ss, -x,* and *-ch* is pronounced as an extra syllable.

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3. Write additional examples on the board: *glass, desk, way,* and *knife*. Ask volunteers to form the plural (*glasses, desks, ways, knives*).
4. Direct students' attention to the Pronunciation Note. Pronounce the example words. Write these additional pairs of singular/plural nouns on the board: *rose > roses, hose > hoses, ace > aces, race > races*. Pronounce the pairs and have students repeat them.

SKILL PRACTICE: SPEAKING

Have students practice the pronunciation of the nouns in chart **1.9** in pairs. Monitor pair work and help with pronunciation.

EXERCISE 14 page 21

Time: 5–10 min.

Answers: 1. cars; **2. a.** prices, **b.** shelves; **3.** matches; **4.** families; **5.** dishes; **6. a.** crackers, **b.** boxes; **7.** babies; **8.** languages

FUN WITH GRAMMAR page 21

Time: 10–15 min.

Answers will vary.

SUMMARY OF UNIT 1

Time: 20–30 min.

Be—AFFIRMATIVE AND NEGATIVE STATEMENTS

List some subjects on the board, such as: *Dorota, I, it, the bank, Simon, you, Halina and Dorota, we,* and *my name*. Point to each subject and ask: *Is* [subject] *one subject or more than one? What form of* be *goes with* [subject]? Say each subject and pause for students to call out the verb form. Have students write an affirmative and negative statement with each form of *be*.

If necessary, have students review:

1.1 Subject Pronouns (page 6)

1.2 *Be*—Affirmative Statements (page 7)

1.6 *Be*—Negative Statements (page 17)

CONTRACTIONS

Write the long form column of the summary chart on the board. Have students write the affirmative and negative contractions for each one.

If necessary, have students review:

1.3 Contractions (Short Forms)

THIS, THAT, THESE, THOSE

Ask students to take objects from their bags and place some objects close to them and some far away. Have students take turns making sentences about the objects and *this/that/these/those* (e.g., *This is a cell phone. Those are pencils.*). Monitor and help students as needed.

If necessary, have students review:

1.5 *This, That, These, Those* (page 13)

ADJECTIVES

Have students correct errors with adjectives in sentences, such as the following. Have them rewrite the incorrect sentences. If a sentence is correct, have them write C.

a. Those are bigs washing machines.
b. I am a student new in this country.
c. We early are for class.
d. It's crowded not in the supermarket.
e. Don't worry. I can help you with new things.
f. These are frees samples.

(Answers: a. Those are big washing machines. b. I am a new student in this country. c. We are early for class. d. It's not crowded in the supermarket. e. C; f. These are free samples.)

If necessary, have students review:

1.7 Adjectives (page 18)

EXPRESSIONS WITH *IT*

Have students complete the following sentences to make them true for them.

a. It's _____ (time) now.
b. It's _____ (weather) outside.
c. It's _____ (temperature) in the classroom.

If necessary, have students review:

1.8 Expressions with *It* (page 20)

SINGULAR AND PLURAL

Write the column with singular nouns from the summary chart on the board. Have students write the plural forms. Have them check their spelling against the chart when they finish.

If necessary, have students review:

1.4 Singular and Plural (page 12)

1.9 Singular and Plural—Spelling Rules (page 21)

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REVIEW

Time: 15–20 mins.

Answers:

A. 1. I'm; **2.** This; **3.** You're; **4.** We aren't; **5.** We're; **6.** I'm; **7.** are; **8.** I'm; **9.** This is; **10.** big; **11.** early; **12.** Those; **13.** they're not; **14.** These; **15.** They're; **16.** good; **17.** that; **18.** are; **19.** cold; **20.** It's

B. 1. 's; **2.** aren't; **3.** They're; **4.** She's; **5.** 's; **6.** it isn't/it's not; **7.** are; **8.** are; **9.** aren't; **10.** It's; **11.** it's; **12.** are

FROM GRAMMAR TO WRITING

PART 1 EDITING ADVICE

Time: 10–15 min.

PART 2 EDITING PRACTICE

Time: 10–15 min.

Answers: 1. We're; **2.** C; **3.** it's/it is; **4.** You're; **5.** isn't; **6.** These; **7.** They're; **8.** are; **9.** big; **10.** These; **11.** C; **12.** Ø; **13.** You're; **14.** I'm; **15.** he's/he is; **16.** He's

PART 3 WRITE

Time: 30–40 min.

1. Display a picture of green and red apples in a supermarket. Say: *The paragraph in this activity is about different kinds of apples.*
2. Have students read the direction line. Go over the example. Then write the second sentence on the board and rewrite it as a class (*They're on sale.*). Remind students to indent the first sentence of their paragraph.
3. Have students complete the activity individually. Collect for assessment.

Answer will vary. Possible answers:

These are green apples. They're on sale. They're very big. They're only $1.75 a pound. Those are red apples. They're not on sale. They're not very big. They're $2.39 a pound. These are free samples of the green apples. They're not very fresh. Those are free samples of the red apples. They're fresh. These red apples are good. Those green apples aren't good today.

SKILL PRACTICE: WRITING

Have students exchange papers with a partner before collecting the papers for assessment. Ask students to help their partners edit their paragraph. Refer students to the Editing Advice on page 24.

PART 4 LEARNER'S LOG

Time: 15–20 min

1. Have students close their books. As a class, brainstorm some things they learned in this unit about American laundromats, American supermarkets, and items in American supermarkets. Encourage them to also share ideas about these things from their own experience. Write students' ideas on the board.
2. Have students complete the Learner's Log.
3. Have students compare logs in pairs.

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2 TIME AND MONEY

GRAMMAR CHARTS

2.1 Possessive Nouns (page 29)
2.2 Possessive Adjectives (page 30)
2.3 *Be—Yes/No* Questions (page 34)
2.4 Irregular Plural Forms (page 37)
2.5 *Be—Wh-* Questions (page 40)
2.6 Articles *A* and *An* (page 42)

UNIT OPENER

Have students look at the photo as you read the caption. Ask: *What is this a photo of?* (The view from the Musée d'Orsay clock in Paris, France) Read the quote and rephrase it if necessary. Ask: *Do you agree with the quote? Why or why not?* For more discussion questions, open the activity on the Classroom Presentation Tool.

CONTEXT NOTE

Americans are very punctual in comparison with some cultures. If a meeting is scheduled for 10:00 a.m., it is important to be in the room and ready before the start time. People are typically on time for appointments and don't like to keep others waiting. For social gatherings, Americans might not arrive exactly on time, but will also not likely delay more than 15 minutes without letting their friends know. While many countries use a 24-hour clock, known as military time, in the United States it is more common to use a 12-hour clock with a.m. and p.m. Morning, or a.m., officially starts at midnight, and afternoon, or p.m., officially starts at noon.

ABOUT THE QUOTE

Emanuel James (Jim) Rohn was an American entrepreneur, author, and motivational speaker. Beginning as a store clerk, Mr. Rohn rose to wealth and fame in direct marketing sales. His popular book *Five Major Pieces to the Life Puzzle* offers advice on how to succeed and discusses the importance of time management. He died in 2009.

BEFORE YOU READ page 28

Time: 5 min.

Answers will vary.

READING 1 2.1

Time page 28

Time: 10–20 min.

1. Have students look briefly at the reading and photo on page 29. Ask: *Where are Victor and Dorota going?* (to the bank) Have students predict what the reading is about.
2. Ask: *Is time important to you? Do you wear a watch? Do you wear it every day?* Have students discuss the importance of time to them and the Before You Read questions in pairs or small groups. Try to group students from different countries or regions, if possible. Ask several students to share their answers with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *What are some days that banks and other businesses are closed? What do you know about these holidays? Do stores close on holidays in your country?*
4. Play the audio and have students read along silently.

COMPREHENSION page 29

Time: 5–10 min.

Answers: 1. F; **2.** F; **3.** T.

WORDS TO KNOW page 29 2.2

Time: 10–15 min.

1. While reviewing vocabulary, be sure students understand *but* to indicate contrast in the phrase *but your clock says 4:30* and *wrist* in the definition of *watch*.
2. Check students' understanding of the meaning and use of *surprised, turn*, and *broken*. For example, for *surprised,* draw three sets of eyes on the board: one normal, the second with eyes slightly wide, and the third with eyes extremely wide. Ask: *Which shows*

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surprise? (the second set) OR, ask: *Who does Victor not see today?* (Simon) *Is Victor surprised?* (yes) *Why?* (He does not see Simon.) Elicit the word's location (after *be*), part of speech (adjective), and what it describes (Victor, a person). For *turn*, ask a student to say his or her name and then say to another student: *OK, your turn. Please say your name.* For *broken,* bring in a pen without a spring or ink cartridge. Mime trying to use the object but failing.

SKILL PRACTICE: SPEAKING

To check comprehension, have volunteers use vocabulary in sentences (e.g., *It's my turn to wash clothes.*).

LISTEN page 29 2.3

Time: 10–15 min.

Answers: 1. True; **2.** True; **3.** False; **4.** True; **5.** True; **6.** False; **7.** True; **8.** True

CONTEXT NOTE

Here are some things people do on national holidays:

- Martin Luther King, Jr. Day—community service
- Memorial Day—attend parades, visit cemeteries
- Independence Day—have barbecues and picnics, watch fireworks
- Labor Day—have barbecues and picnics, go to the beach or pool
- Columbus Day—attend parades or Italian-American celebrations, although the holiday is not observed in every state, and some states replace it with Indigenous Peoples Day
- Veterans Day—attend parades and memorial services
- Thanksgiving—have family gatherings with turkey and pumpkin pie, or other traditional food.

Online search terms: U.S. public and bank holidays; pictures [name of holiday] celebration; bus or train timetable [city/town]; [name of holiday] local events [city/town].

2.1 Possessive Nouns page 29

Time: 10–15 min.

1. Demonstrate some possessive nouns by asking: *Whose pencil is this? Whose bag is this?* Elicit answers, such as, It's Juan's pencil. It's Eun-jee's bag. Tell students this chart is about possessive nouns. Activate students' prior knowledge of nouns and uses of the apostrophe. Elicit the function of a noun (it names a person, place, or thing) and the use students have learned so far of the apostrophe (for contractions).
2. Have students look at grammar chart **2.1**. Review the examples and explanations in the chart. Clarify the two uses. Say: *We own things but not people. We have a relationship with people and animals.* Write on the board: *a) This is John's book, b) Mary's son is six years old, c) Kira's cat is one year old, d) Simon's car is old.* Ask: *Which sentences show ownership?* (a, d) *How do you know?* (*Book* and *car* are things.) *Which sentences show relationship?* (b, c) *How do you know?* (*Son* is a person and cat is an animal.)
3. Have students use the examples in chart **2.1** to create short sentences that show relationship and ownership. Have students exchange work and mark their partner's sentences *R* for showing relationship or *O* for showing ownership. Have students return papers and discuss their answers.

EXERCISE 1 page 30

Time: 10–15 min.

Answers: 1. Dorota's; **2.** Simon's; **3.** Marta's; **4.** Simon's; **5.** Dorota's; **6.** Simon's

EXERCISE 2 page 30

Time: 10–15 min.

Answers: 1. Simon's kids; **2.** Victor's daughter; **3.** Simon's children; **4.** Marta's father; **5.** Dorota's car; **6.** Victor's watch

SKILL PRACTICE: WRITING

Have students work in pairs to create sentences about the class using possessive nouns (e.g., *Jean-Pierre's children are at home.*).

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2.2 Possessive Adjectives page 30

Time: 10–15 min.

1. Tell students that chart **2.2** compares subject pronouns and possessive adjectives. Demonstrate each with a sentence about yourself, such as: *I have a car. My car is blue*.
2. Have students look at the grammar chart. Review each column individually. Pronounce each subject pronoun and possessive adjective and have students repeat them. Then review the examples.
3. Check students' understanding. Elicit or explain that *I/you/he/she/it*, etc., can be the subject of a sentence. Ask: *Is this correct: My is here.?* (no) *Can* my/your/his/her/our/their *be the subject of a sentence?* (no) *Why not?* (because they are adjectives and they only describe nouns/subjects) Point out that possessive adjectives describe nouns by saying which or whose. Ask: *What sound do you hear in many possessive adjectives but not in subject pronouns?* (/r/, as in *her, your, our, their*)
4. Have students close their books. Write several sentences on the board with subject pronouns and possessive adjectives. Ask volunteers to come to the board and mark *SP* by each sentence with a subject pronoun and *PA* by each sentence with a possessive adjective.

EXERCISE 3 pages 30–31

Time: 10–15 min.

Answers: 1. your; **2.** her; **3.** their; **4.** my; **5.** his; **6.** our

ABOUT YOU page 31

Time: 5–10 min.

Answers will vary.

SKILL PRACTICE: SPEAKING

Do a class survey. How did students respond to questions 2, 3, and 5 of About You? Record the results on the board.

EXERCISE 4 page 31 2.4

Time: 5–10 min.

Answers: 1. Her; **2.** Our; **3.** Their; **4.** my; **5.** Your

SKILL PRACTICE: SPEAKING

1. Have students practice the conversation in Exercise 4 in pairs. Ask volunteers to role-play the conversation in front of the class.
2. Have students work in pairs to create a similar conversation. Ask volunteers to role-play their new conversations for the class.

FUN WITH GRAMMAR page 31

Time: 10–15 min.

Answers will vary.

BEFORE YOU READ page 32

Time: 5 min.

Answers will vary.

READING 2 2.5

Being on Time page 32

Time: 10–20 min.

1. Point to the picture. Ask: *What is this?* (a clock) *Where is it?* (outside of a bank) Have students predict what the reading is about.
2. Ask: *Are you usually on time? Are people you know usually on time?* Have students discuss the Before You Read questions in pairs or small groups. Ask several students to share their answers with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *What are two ways to measure temperature?* (Fahrenheit and Celsius) *Which one does your country use?* If possible, show the temperature of the day in both Fahrenheit and Celsius. Explain that 0 degrees Celsius equals 32 degrees Fahrenheit, and that 100 degrees Fahrenheit is 38 degrees Celsius.
4. Play the audio and have students read along silently.

COMPREHENSION page 32

Time: 5–10 min.

Answers: 1. T; **2.** T; **3.** F.

WORDS TO KNOW page 33 2.6

Time: 10–15 min.

1. While reviewing the vocabulary, be sure students understand *arrive* (opposite of *leave*) in the sentence, "They don't arrive late" and the frequency words *always* (100 percent of the time) and *never* (0 percent of the time).

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2. Make sure students understand the meaning of vocabulary items by creating additional example sentences. For example, for *on my mind,* say: *I think about my students every day. You're always on my mind.* On the board, draw a teacher with a thought bubble. In the thought bubble, draw students. For *appointment,* draw a page from a desk calendar that includes specific times on the board. Write *Appointment with Dr. Garcia* in one of the time slots. Say: *Use "appointment" for business and medical meetings.* For *outside* and *temperature*, show an image of a thermometer or a temperature app if possible. Show students the current temperature, both inside and outside.

SKILL PRACTICE: SPEAKING

Have students practice the conversation in pairs. Ask volunteers to role-play the conversation for the class.

LISTEN page 33 2.7

Time: 10–15 min.

Answers: 1. Yes, it is. **2.** Yes, he is. **3.** Yes, they are. **4.** Yes, they are. **5.** No, it isn't. **6.** No, they aren't.

CONTEXT NOTE

The United States and a few other countries in the Caribbean use Fahrenheit to measure temperature. The Fahrenheit system was invented in 1714. Celsius was invented in 1742 and many countries began to use Celsius. Today, the United States and the few other countries that use Fahrenheit say it is too expensive to change. They also like the Fahrenheit system and do not want to change.

In American culture, people equate time and money. Time is important to Americans, and the feeling is that people who are late cause others to lose money. The expression "Time is money" is an old saying that students will often hear. It was first coined by Benjamin Franklin in 1748 in his essay "Advice to a Young Tradesman, Written by an Old One."

Online search terms: American views of time; countries that use Fahrenheit; Fahrenheit to Celsius conversion formula

2.3 *Be*—*Yes/No* Questions

page 34

Time: 5–10 min.

1. Draw students' attention to the structure by asking yes/no questions with *be* about the class. (e.g., *Am I the teacher? Is this your book? Are you from Colombia? Is she from Taiwan?*) Take students' *yes/no* answers, and provide the short answer. (e.g., *Yes, it is. No, she isn't.*)
2. Have students look at the first part the grammar chart. Review the questions and answers in the chart. Point out the inverted position of the subject and verb in questions with *be.*
3. Point out the short answers. Ask: *What is included in a short answer?* (*Yes/No* + subject + form of *be*) *Why are only the subject and form of be included?* (because *Yes/No* questions only ask for short, simple answers, not explanations)
4. Direct students' attention to the Note. To check comprehension, ask some more *yes/no* questions requiring both affirmative and negative answers, and make sure students use contractions only in the negative. Go over the Pronunciation and Punctuation Notes. Model pronunciation of the rising tone of questions. Ask: *How do you punctuate a statement?* (period) *How do you punctuate a question?* (question mark) Have volunteers read aloud the questions in the chart with correct intonation.
5. Review the second part of the chart. Have volunteers read aloud the statement/question pairs of sentences.
6. Go over the Grammar in Use box on page 35. Elicit contexts for informal conversation. (with close friends, family)

SKILL PRACTICE: SPEAKING

1. Review how to tell time with students. Use a clock with movable hands or draw a clock on the board. Elicit times from students. Write the times out on the board (e.g., *It's three o'clock. It's 1:45. It's 12:30. It's twenty minutes till two.*).
2. Ask students *yes/no* questions about the times (e.g., *Is it six o'clock? Is it 1:40?*).

EXERCISE 5 page 34

Time: 5–10 min.

Answers: 1. Are Simon and Victor; **2.** Are they; **3.** Is the supermarket; **4.** Am I; **5.** Is it; **6.** Are you; **7.** Are we; **8.** Is Dorota

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EXERCISE 6 page 35

Time: 5–10 min.

Answers: 1. Yes, it is. **2.** No, he isn't./No, he's not. **3.** Yes, they are. **4.** No, he isn't./No, he's not. **5.** No, they aren't./No, they're not. **6.** No, it isn't./No, it's not. **7.** Yes, it is. **8.** No, they aren't./No, they're not.

ABOUT YOU page 35

Time: 5–10 min.

Answers will vary.

> **SKILL PRACTICE: SPEAKING**
>
> After students complete the About You exercise, have them work in pairs to substitute subjects in the question/answer pairs of the exercise, such as: *Is your teacher usually on time? Yes, she is.* Have several students share their answers with the class.

EXERCISE 7 page 36 2.8

Time: 5–10 min.

Answers:

Conversation A

1. Am I; **2.** are; **3.** Are we; **4.** are; **5.** Is it; **6.** isn't

Conversation B

7. Are you; **8.** 'm not; **9.** Is it; **10.** is; **11.** Are you; **12.** 'm not; **13.** Are they; **14.** are; **15.** Is it; **16.** 's not

> **SKILL PRACTICE: SPEAKING**
>
> Have students practice the conversations in Exercise 7 in pairs. Have volunteers role-play the conversations in front of the class.

2.4 Irregular Plural Forms page 37

Time: 5–10 min.

1. Write the following examples on the board:
   1. *book/books*
   2. *person/people*
   3. *man/men*
2. Activate students' prior knowledge of plurals. Ask: *Which set of nouns has a regular plural form?* (1.) Point out that there are two basic types of irregular plurals. Say: *Sets 2 and 3 have irregular forms. What can you observe about them? Which one changes one letter inside the word? Which one changes to a new word?* (2. has a new word; 3. changes a letter inside the word [the vowel *a*]). Write *vowel* on the board and elicit the vowels. (*a, e, i, o, u*)
3. Have students look at grammar chart **2.4**. Go over the singular and plural forms and the explanations.
4. Direct students' attention to the Pronunciation Note. Model the pronunciation of *woman* and *women*. Stress that you can hear the change in the first syllable of *women*. Then say: *I am going to say some words. For singular, hold up one hand. For plural, hold up two hands.* Say: *people/person, child/children, bags/bag, woman/women, apples/apple.*

EXERCISE 8 page 37

Time: 10–15 min.

Answers: 1. men; **2. a.** person, **b.** people; **3. a.** woman, **b.** children; **4. a.** child, **b.** children; **5.** man; **6.** women; **7.** men; **8.** people

EXERCISE 9 page 37

Time: 5–10 min.

Answers: 1. are; **2.** is; **3.** are; **4.** is; **5.** is; **6.** are; **7.** is; **8.** are

BEFORE YOU READ page 38

Time: 5 min.

Answers will vary.

READING 3 2.9

At the ATM page 38

Time: 10–20 min.

1. Have students look briefly at the reading and picture on page 38 and predict what the reading is about.
2. Ask: *Do you have a bank account? An ATM card? What is the name of your bank?* Have students answer the Before You Read questions in pairs or small groups. Ask several students to share their answers with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *What are two ways to see how much money is in your bank account without going to the bank?* (mobile or online services on your phone or on your computer) *Do you prefer doing your banking from a phone, a computer, or at the bank?*
4. Play the audio and have students read along silently.

COMPREHENSION page 39

Time: 5–10 min.

Answers: 1. F; **2.** T; **3.** F.

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WORDS TO KNOW page 39 2.10

Time: 10–15 min.

1. While reviewing the vocabulary, be sure students understand *computer* and *savings* (money you have but do not use or spend) for the definitions of *automated* and *account,* respectively.
2. Make sure students understand difficult terms, such as *security guard, through, cash, teller, account*, and *secret.* Provide visuals as necessary. For *through*, write a chronological number set on the board, e.g., 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Cross out 2, 3, 4, 5, 6, 7, 8, and 9. Write on the board: *1 through 10* and *1–10*. Repeat with a segment of the alphabet. Point out that the hyphen means *through* and represents items in between two things. For *cash*, use dollar bills and coins to show the meaning. For *teller*, draw or display a visual of a teller behind the counter at a bank. Ask: *Who gives you money inside the bank?* (a teller) For *account,* write the name of a bank on the board. Say: *I have an account at [name of bank]. I put my money in my account.* For *secret,* whisper something simple into a student's ear, such as *I like apples.* Then say aloud: *It's a secret. Don't tell!*

SKILL PRACTICE: SPEAKING

Have students practice the conversation in pairs. Ask volunteers to role-play the conversation for the class.

LISTEN page 39 2.11

Time: 10–15 min.

Answers: 1. at the bank; **2.** at the supermarket; **3.** Dorota's; **4.** It's 7:30.; **5.** She's a security guard.; **6.** Monday through Saturday; **7.** twenty-four hours a day; **8.** It's a machine for cash.; **9.** to get cash; **10.** It's a secret.

CONTEXT NOTE

There are many types of banks and bank accounts. Two basic types of accounts are checking and savings. Checking accounts come in a variety of types. Some charge for checks and ATM use, and they have annual fees or may require a minimum balance. Others may be free.

Types of banks include public banks and credit unions. Credit unions are for private members—although some credit unions allow membership to the public—and often do not charge as many fees as public banks. A credit union can be identified by its name, such as Navy Federal Credit Union. Banks usually have websites and offer online banking. Some banks are *virtual* banks that only operate on the Internet.

Online search terms: banks near me; types of bank accounts and fees; credit unions that are open to the public; video how to use an ATM; safety tips for using an ATM

2.5 *Be*—*Wh*- Questions page 40

Time: 10–15 min.

1. Have students close their books. Tell them chart **2.5** explains how to form questions with question words. Activate students' prior knowledge by eliciting all the question words they know. Write them on the board.
2. Have students look at the first part of the chart. Elicit the characteristics of *wh*- questions with *be* and write them on the board (begin with a *wh*- word; use this order: *wh*- word + verb + subject; use singular or plural of *be* depending on subject). Review the question words/phrases and the questions and answers.
3. Direct students to the Note. Ask a few volunteers to make and say contractions from the question words and forms of *be* in the chart.
4. Review the second part of the chart. Ask students to identify the subject and the verb in both the statements and questions. Direct students' attention to the Pronunciation Note. Model the falling intonation of *wh*- questions. Pronounce the statements and questions in Part B and have students repeat them.
5. Have students provide new questions for each statement in the second part of the chart. Work as a class. Say each statement and ask volunteers to provide a new question. Have students vary their question words. Provide feedback.

SKILL PRACTICE: SPEAKING

Have students practice in pairs the falling intonation of *wh*- questions in the first and second parts of chart **2.5**. Have one partner read the questions and the other read the answers. Then have partners switch roles. Monitor their practice. Ask several pairs to read some questions and answers out loud and give them feedback.

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EXERCISE 10 page 41 2.12

Time: 10–15 min.

Answers: 1. How; **2.** Where; **3.** What; **4.** Why; **5.** Who; **6.** When; **7.** What time; **8.** What

SKILL PRACTICE: SPEAKING

Have students practice the conversation in Exercise 10 in pairs. Ask volunteers to perform the conversation in front of the class.

EXERCISE 11 page 41

Time: 5–10 min.

Answers: 1. is it; **2.** are we late; **3.** is it / is the ATM; **4.** is she / is that woman; **5.** money is; **6.** old is

ABOUT YOU pages 41–42

Time: 5–10 min.

Answers will vary.

SKILL PRACTICE: SPEAKING

Try this follow-up activity after the About You exercise:

1. Write five information questions on the board.
2. Create two rings of students. Have half of the students stand in an outer ring around the classroom. Have the other half stand in an inner ring, facing the outer ring.
3. Instruct the outer ring to ask the questions on the board and the inner ring to answer.
4. Call out *rotate* every minute or so. Students in the inner ring should move one space clockwise. Students now ask and answer the questions with their new partner. Have inner ring students ask questions and outer ring answer; if this is confusing, have outer ring students continue to ask questions.
5. Have students ask questions in random order. Make sure students look at each other when they're speaking.

2.6 Articles *A* and *An* page 42

Time: 10–15 min.

1. Have students cover grammar chart **2.6**. Tell students that chart **2.6** shows how to use the articles *a* and *an*. Write on the board: *Is this a book? Is that a train? Here is a bank. Is this an apple? Is that an ATM? Is that a big supermarket?* Have students predict the uses of *a* and *an*.
2. Review vowels and consonants with students. Elicit which nouns in the examples begin with vowels and which begin with consonants.
3. Review the chart. Go over each example and explanation carefully. Clarify that when using *a/an* with an adjective + noun, the article goes with the opening sound of the adjective, not the noun. (e.g., a big bank, an open bank).
4. Write this matching exercise on the board to do with the class:
   1. *It's a bank.*
   2. *It's an ATM.*
   3. *They're ATMs.*
   4. *The bank is big./It's a big bank.*
   a. *Do not use* a *or* an *before a plural noun.*
   b. *Use* an *before a vowel sound.*
   c. *Use* a *before a consonant sound.*
   d. *Use* a *or* an *before an adjective only if a noun follows the adjective.*

   Say: *Let's match the examples with the rules.* Read each rule and ask students to identify the example. Ask students to explain their choices. (Answers: 1. c.; 2. b.; 3. a.; 4. d.)

EXERCISE 12 page 42

Time: 5–10 min.

Answers: 1. a; **2.** an; **3.** an; **4.** a; **5.** a; **6.** a; **7.** a; **8.** an; **9.** a; **10.** a

EXERCISE 13 page 43

Time: 5–10 min.

Answers: 1. First Community is an old bank. **2.** That's a new ATM. **3.** Thanksgiving is an American holiday. **4.** This is an identification number. **5.** This is an easy test. **6.** That's a big envelope.

EXERCISE 14 page 43 2.13

Time: 5–10 min.

Answers: 1. 's an; **2.** 's a; **3.** are; **4.** 's a; **5.** is a; **6.** 's a; **7.** are; **8.** are; **9.** are; **10.** 're; **11.** 's an; **12.** 's

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SUMMARY OF UNIT 2

Time: 20–30 min.

POSSESSIVE NOUNS

Have students make a statement about something that belongs to the person on their right, going around the room. (e.g. *Xiu Ying's bag is blue. Ahmed's glasses are black.*)

If necessary, review:

2.1 Possessive Nouns (page 29)

POSSESSIVE ADJECTIVES

Separate out the subject from the rest of the sentence in a pair of sentences from chart **2.2** on the board, such as: I | am late. My watch | is slow. Write other pairs of sentences on the board, such as: She is new./Her book is new. We are in a supermarket./Our supermarket is big. He is a teacher./His job is enjoyable. Ask volunteers to separate out the subjects from the rest of the sentences. Elicit additional sentences pairs with subject pronouns and possessive adjectives + nouns as subjects.

If necessary, review:

2.2 Possessive Adjectives (page 30)

BE—YES/NO QUESTIONS

Have students convert these statements to questions: *Dorota is a citizen. Simon is early. We are serious. My doctor is late. Halina is at the laundromat.* (Answers: Is Dorota a citizen? Is Simon early? Are you serious? Is your doctor late? Is Halina at the laundromat?)

If necessary, review:

2.3 *BE—Yes/No* Questions (page 34)

IRREGULAR PLURAL FORMS

Have students close their books. Write on the board: *people, car, child, pen, man, desk, woman, bank, girl, teacher.* Have students write the plurals on paper and classify them by formation rules. After each word, have them write D for *different word*, V for *vowel change*, or R for *regular plural*. Work as a class and write students' correct answers on the board.

If necessary, review:

2.4 Irregular Plural Forms (page 37)

BE—WH- QUESTIONS

Write the answer column to the review chart on the board, and have students write *Wh-* questions that correspond to each answer. Have them check their answers in the book when finished. Note that some might have different options for subjects. (e.g., *We're here to get cash → Why are we here?* OR *Why are you here? She's a security guard → Who is that woman?* OR *Who is she?*)

If necessary, review:

2.5 *Be—Wh-* Questions (page 40)

REVIEW

Time: 15–20 min.

Answers:

Part A 1. How; **2.** are; **3.** Are you; **4.** is; **5.** an; **6.** what; **7.** my; **8.** Is; **9.** it is; **10.** Are; **11.** they aren't; **12**. a; **13.** His; **14.** people; **15.** Who; **16.** a

Part B 1. Am I; **2.** Where; **3.** Why; **4.** Whose; **5.** Is; **6.** When; **7.** What time; **8.** Who

FROM GRAMMAR TO WRITING

PART 1 EDITING ADVICE

Time: 10–15 min.

PART 2 EDITING PRACTICE

Time: 10–15 min.

Answers: 1. C; **2.** is it; **3.** are we; **4.** an; **5.** a machine; **6.** C; **7.** isn't she; **8.** Her; **9.** C; **10.** Is her son small; **11.** C; **12.** a; **13.** Dorota's son; **14.** C; **15.** C; **16.** C; **17.** are; **18.** people; **19.** Ø; **20.** You're

PART 3 WRITE

Time: 10–15 min.

1. Have students look at the picture. Ask: *What is in the picture?* Have students identify key elements (Marta and Amy, the clock, appointment card, the doctor's office). Elicit examples of *yes/no* questions (e.g., *Is it 10:00?*), *wh-* words (e.g., *what, when, where, who*), and additional *wh-* questions (e.g., *Who is at the doctor's office?*). Write them on the board.
2. Have students complete the activity individually. Collect for assessment.

PART 4 LEARNER'S LOG

Time: 15–20 min.

1. Review the sentences to be completed with the class. In small groups, have students brainstorm things it is important to be on time for, what or who is at banks, what an ATM is, and questions they still have about the topics.
2. Have students complete the Learner's Log individually.
3. Have students compare logs in small groups.

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UNIT

3 FORMS AND INFORMATION

GRAMMAR CHARTS

3.1 Imperatives—Affirmative (page 51)

3.2 Imperatives—Negative (page 52)

3.3 *Let's*—Affirmative and Negative (page 55)

3.4 Subject and Object Pronouns (page 56)

UNIT OPENER

Have students look at the photo as you read the caption. Ask: *What do you see in the photo?* (letters and symbols on blocks, or letterpress stamps) Read the quote and rephrase it if necessary. Ask: *Do you agree with the quote? Why or why not?* For more discussion questions, open the activity on the Classroom Presentation Tool.

CONTEXT NOTE

Babies born in the United States receive their social security number shortly after birth, and permanent residents and foreigners working in the U.S. are issued one for tax purposes. This number functions as an identification number, and is important for filing taxes, opening a bank account, and applying for jobs, schools, and student loans. Applying for a social security card, a driver's license or other form of identification, and filing tax returns are all considered paperwork, a mundane but necessary part of life. Many jobs and personal tasks involve lots of paperwork, as well: filling out official forms, taking care of correspondence, paying bills.

ABOUT THE QUOTE

Gustav Mahlher was born to a working class Jewish family in Austrian Bohemia in 1860. Mahler showed an early inclination to music, and was encouraged to study at the Vienna Conservatory. He made his living as a conductor, but was a composer in his free time. Facing discrimination for his Jewish heritage, he converted to Catholicism for the sake of his career. His music, which connected Romantic tradition to modernism, was banned during Nazi control of Germany, but regained popularity after 1945, more than 30 years after his death.

BEFORE YOU READ page 50

Time: 5 min.

Answers will vary.

READING 1 3.1

Getting a Social Security Card page 50

Time: 10–20 min.

1. Have students look briefly at the reading and illustrations on page 50. Ask: *What is the reading about?* Have students make predictions.
2. Have students identify the types of identity documents shown on page 50. (top: Social Security card; bottom: driver's license, passport, birth certificate, student ID, marriage certificate) Ask students to discuss the Before You Read questions and the kinds of identity documents they have in pairs or small groups. Have them share their answers with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *What are some documents that show who you are?* (driver's licenses, marriage certificates, passports, school IDs (identification cards), birth certificates, state-issued IDs) Clarify the meaning of any of these that students are unfamiliar with. Ask: *Which of these documents are common forms of identification in your country?*
4. Play the audio and have students read along silently.

COMPREHENSION page 50

Time: 5–10 min.

Answers: 1. F; **2.** T; **3.** F

WORDS TO KNOW page 51 3.2

Time: 10–15 min.

1. While reviewing the vocabulary, use visual aids. For *application,* display a blank form, OR point out the photo on page 54. For *print* and *sign*, display handwritten and printed documents, OR have volunteers print and then handwrite/sign their names

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on the board. For *birth certificate* and *identity document*, have students look at the illustrations on page 50.

2. Use gestures, miming, or acting out to demonstrate the meaning of *let* and *fill out*. For *let,* turn your hand palm up and say: *Let me help.* For *fill out*, mime typing or writing out a blank application form.
3. Check comprehension by asking questions. For *application*, elicit the type of information requested on a job or passport application. For *forget*, ask: *What are things you forget to do?* (e.g., turn off the coffee maker, get your keys) For *copy*, ask: *What do you make copies of?* Elicit answers from several volunteers.

SKILL PRACTICE: SPEAKING

Have students practice the conversation in the reading in pairs using props, such as blank forms, pencils, and blue and black pens. Ask volunteers to role-play the conversation in front of the class with the props.

LISTEN page 50 3.3

Time: 10–15 min.

Answers: 1. True; **2.** False; **3.** True; **4.** True; **5.** False; **6.** False; **7.** False; **8.** False

CONTEXT NOTE

Unlike some other countries, the United States does not have a national identity card. States offer non drivers an identity card, but most people use a driver's license as their identity card. Passports are often accepted as proof of identity instead of a driver's license.

Applications often ask for full names and nicknames. A full name is one's "official" name as recorded on a birth certificate or legal change of name. A nickname is an informal name used by friends and family.

Social Security numbers should be protected. Identity thieves use them to steal other people's money. Applicants are often asked for their Social Security number by agencies that do not need them, such as doctor's offices, public schools, supermarkets, and recreational programs.

Online search terms: Social Security application form; purposes of a Social Security card; sample school admission form; sample bank card application form; sample supermarket card application form

3.1 Imperatives—Affirmative

page 51

Time: 10–15 min.

1. Draw students' attention to the idea of imperatives by giving them some commands, such as: *Close your books. Stand up. Sit down. (Please) open the door. Now, open your books.*
2. Tell students this chart is about giving commands, similar to the ones you just gave. Have students look at the examples in grammar chart **3.1**. Say the first three imperatives, using gestures to demonstrate. Ask: *What are imperatives?* (instructions, suggestions, ways to get someone's attention)
3. Review the examples and explanations in the chart. Elicit the three uses of imperatives. Stress that the base form is used for the imperative. Stress that adding the word *please* to an imperative makes the command polite.
4. Have students close their books. To help students understand the imperative form, write on the board: *To use a pen./Using a pen./Use a pen.* Ask: *Which is in the imperative?* (Use a pen.) *How do you know?* (It has the base form of the verb.) To check understanding, elicit examples of instructions, suggestions, and getting someone's attention.

FUN WITH GRAMMAR page 51

Time: 10–15 min.

Answers will vary.

SKILL PRACTICE: LISTENING

Divide the class into two or more teams. Create a list of imperatives. Don't show them to students. Have a member of each team go to the front of the class. Say the imperative (e.g., *Print your name on the board.*). The first student who correctly performs the command earns a point for his or her team.

EXERCISE 1 page 52

Time: 5–10 min.

Answers: 1. b; **2.** g; **3.** d; **4.** c; **5.** e; **6.** a; **7.** h; **8.** f

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3.2 Imperatives—Negative page 52

Time: 5–10 min.

1. Introduce the negative imperatives by giving a few commands in the affirmative, and then the negative, in a mini challenge, such as: *Look at your partner. Don't close your eyes. Don't smile!*
2. Review grammar chart **3.2**. Ask volunteers to read the examples aloud. Point out that the negative is formed with *do not* or the contraction *don't*.
3. Ask: *What is the negative imperative for these verbs:* eat, say, print*?* Have volunteers write example sentences on the board for each verb (e.g., *Don't eat that. Don't say no. Do not print your name.*).
4. Draw students' attention to the Grammar in Use box. Review the examples sentences and who might say them. (e.g., a friend, a teacher, a government official)

SKILL PRACTICE: SPEAKING

Have students work in pairs and list commands parents give children, teachers give students, and/or brothers or sisters give each other (e.g., respectively: *Don't eat that! Put your pencils down. Don't go in my room!*). Have students practice saying the commands. Ask several students to say their commands for the class.

EXERCISE 2 page 52

Time: 5–10 min.

Answers:

1. Don't forget your papers at home.
2. Don't be late for your meeting.
3. Don't use a red pen.
4. Don't print your name.
5. Don't leave item 17 empty.
6. Don't write the day first.
7. Don't write with a pencil.
8. Don't go to the Social Security office on Sunday.

EXERCISE 3 page 53

Time: 5–10 min.

Possible answers: 1. Don't get; **2.** Don't use; **3.** Don't forget; **4.** Take; **5.** Write/Use; **6.** Don't put/Don't write

SKILL PRACTICE: WRITING

Have students work in pairs to create sentences with affirmative and negative imperatives. Brainstorm a list of verbs and nouns that students have learned and used so far (e.g., *forget/go/eat/fill out/make* and *watch/appointment/vegetables/application*). Write them on the board. Then have pairs write imperative statements.

EXERCISE 4 page 53 3.4

Time: 5–10 min.

Answers: 1. Get; **2.** Don't touch; **3.** don't ask; **4.** get; **5.** Be; **6.** let; **7.** tell; **8.** Make; **9.** Say; **10.** wash; **11.** Don't forget; **12.** come

SKILL PRACTICE: SPEAKING

1. Have students practice the conversation between Amy and Marta in pairs. Ask volunteers to role-play the conversation in front of the class.
2. Have small groups create a conversation similar to that in Exercise 4 and perform it for the class.

BEFORE YOU READ page 54

Time: 5 min.

Answers will vary.

READING 2 3.5

Applying for Financial Aid page 54

Time: 10–15 min.

1. Have students look briefly at the reading and pictures on page 54. Ask: *What do you see in the pictures?* (a college admissions and financial aid office and a financial aid form) *What do you think the reading is about?* Have students make predictions.
2. Activate students' prior knowledge of financial aid. Ask: *What do people need financial aid for? How do you get it?* Discuss these questions and the Before You Read questions as a class. Elicit students' understanding of the application process by asking questions, such as *Do you need a password? Can you get the application online?*
3. Go over the "Did you know?" note. To confirm comprehension, ask: *Do you need to fill out a FAFSA form before October 1?* (no, but soon after) *Is a college*

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education expensive in your country? Is it easy to get financial aid?

4. Play the audio and have students read along silently.

COMPREHENSION page 54

Time: 5–10 min.

Answers: 1. F; **2.** F; **3.** T

WORDS TO KNOW page 55 3.6

Time: 10–15 min.

1. Make sure students understand new vocabulary by demonstrating the meaning. For example, for *enter*, point out the blank for "name" on an application, put your name in, and say: *I enter my name on the application.* Point out that this use usually refers to typing into an online form. For *create a password,* elicit websites that students have passwords for and common rules regarding passwords, such as including a letter, a number, at least eight characters, etc. For *what about*, ask a student in the class his or her name. Then turn to another student and say: *What about you? What's your name?* Explain that *what about* is often used to change the subject in a conversation. For *bother,* ask a volunteer to write something on the board. As he or she writes, constantly interrupt. For *look up*, have students look up a few words in the dictionary, such as *look up* and *password.*
2. Check understanding by eliciting examples and asking questions. For *bother*, ask: *Do people bother you in the library? What do they do?* For *dash,* ask: *What kinds of numbers use dashes?* (social security numbers, phone numbers) For *initial*, ask for volunteers to say their full name and then their initials.

SKILL PRACTICE: SPEAKING

Have students practice the conversation in pairs. Ask volunteers to role-play the conversation for the class.

LISTEN page 55 3.7

Time: 10–15 min.

Answers: 1. True; **2.** True; **3.** False; **4.** True; **5.** False; **6.** False; **7.** True; **8.** False

CONTEXT NOTE

The word *college* is often used for both college and university in the United States. When someone says, "I go to college" or "How many college credits do you have?" he or she can mean *college* or *university.*

Most Americans have middle names, but they don't always use them. However, the middle initial is often used when filling out forms.

FAFSA (Free Application for Federal Student Aid) forms are used to determine need-based eligibility for financial aid. Grants are determined on a yearly basis and applications should be submitted every year. After eligibility is determined, the federal government sends a Student Aid Report (SAR) to the student stating eligibility and how much family contribution is expected.

Online search terms: [name of college] financial aid instructions; types of financial aid available [type of program (e.g., technical schools, two- and four-year colleges, universities, medical schools, drama or writing programs)]

3.3 *Let's*—Affirmative and Negative page 55

Time: 5–10 min.

1. Activate students' prior knowledge of *Let's.* Elicit the meaning of *let* (allow, permit) and predictions of its use (for suggestions). Have students look at the grammar chart. Review the examples and explanations.
2. Point out that the contraction is almost always used because *Let us* is very formal.

SKILL PRACTICE: WRITING

Have students work in pairs to create a schedule for the next week. Say: *Think about things you need and want to do. For each day, write a suggestion.* Write the following example on the board: *Monday: Let's go to the laundromat.* Monitor pair work. Give help as needed.

EXERCISE 5 pages 55–56

Time: 5–10 min.

Answers: 1. Let's go; **2.** Let's drive; **3.** Let's not walk; **4.** Let's get; **5.** Let's fill it out; **6.** Let's call; **7.** Let's not bother; **8.** Let's look up

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3.4 Subject and Object Pronouns

page 56

Time: 10–15 min.

1. Have students close their books. Write the examples on the board, leaving blanks for the pronouns. Write *I* in the blank in the first sentence. Elicit *me* as the object. Elicit the rest of the subject pronouns and the rest of the object pronouns. Complete the gaps in the sentences on the board.
2. Write the following sentences on the board: *He is confused. Please help him. Don't bother us. Take her with you.* Ask a volunteer to underline the subject pronouns and circle the object pronouns. Ask*: What can you observe about the location of subject pronouns?* (They come before the verb.) *Object pronouns?* (They come after the verb and after a preposition.)
3. With books closed, have students put the following words in the correct order to make sentences. Have students use correct punctuation and capitalization. If needed, offer hints or allow students to work with books open.
   1. *have/her/for/application/I/an*
   2. *question/not/is/you/about/this*
   3. *bother/the/don't/students*
   4. *fill out/please/me/for/the/form*
   5. *it/is/book/the/on*

   Answers: 1. I have an application for her. 2. This question is not about you. 3. Don't bother the students. 4. Please fill out the form for me. 5. The book is on it.
4. Have students look at grammar chart **3.4**. Go over the examples and explanations. Ask volunteers to demonstrate understanding of prepositions *with, on,* and *in* through example sentences.
5. Point out that in the United States, pets are often referred to by people pronouns: *he* or *him* for males and *she* or *her* for females.
6. Go over the Grammar in Use note. Give or elicit further examples as needed.

SKILL PRACTICE: WRITING

Have students rewrite the examples in grammar chart **3.4** with different pronouns. Write the following example on the board: *We are busy.* → *He is busy.*

EXERCISE 6 pages 56–57

Time: 5–10 min.

Answers: 1. me; **2.** her; **3.** me; **4.** us; **5.** him; **6.** him; **7.** them; **8.** it; **9.** it; **10.** you

EXERCISE 7 page 57

Time: 5–10 min.

Answers: 1. a. We, **b.** them; **2. a.** You, **b.** me; **3. a.** We/They, **b.** her; **4. a.** He, **b.** him; **5. a.** them, **b.** me; **6. a.** us, **b.** We

EXERCISE 8 page 57 3.8

Time: 10–15 min.

Answers: 1. It; **2.** us; **3.** them; **4.** us; **5.** it; **6.** It; **7.** she; **8.** her; **9.** He; **10.** him; **11.** them; **12.** we; **13.** it; **14.** we

SKILL PRACTICE: LISTENING

Read the conversation in Exercise 8 aloud to the class, pausing for students to fill in the blanks.

ABOUT YOU page 57

Time: 5 min.

Answers will vary.

SUMMARY OF UNIT 3

Time: 20–30 min.

IMPERATIVES—AFFIRMATIVE

Have students give each other directions to familiar places in the city. (e.g., *Take the 702 bus. Get off at Central Square. Walk five minutes.*) If needed, elicit verbs for getting around in a city. (*take a bus, get off, etc.)*

If necessary, review:

3.1 Imperatives—Affirmative (page 52)

IMPERATIVES—NEGATIVE

Have students suggest advice for being safe in a city, using negative imperatives. (e.g., *Don't walk with your phone in your hand. Don't go out alone at night.*)

If necessary, review:

3.2 Imperatives—Negative (page 52)

LET'S—AFFIRMATIVE AND NEGATIVE

In pairs, have students suggest things to do on vacation. Instruct them to use *let's* with affirmative and negative. (e.g., *Let's go to the beach. Let's not spend lots of money.*)

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If necesary, review:

3.3 *Let's*—Affirmative and Negative (page 55)

SUBJECT AND OBJECT PRONOUNS

Write the following names and noun phrases on the board and have students provide the correct subject and object pronouns for each.

1. Sharon
2. Bill
3. Mrs. Smith
4. Emory Medical Center
5. The cars in the parking lot
6. A dog named Fred
7. The food on the table
8. A cat named Melissa
9. The application forms
10. Margaret

Answers: 1. SP: she, OP: her; 2. SP: he, OP: him; 3. SP: she, OP: her; 4. SP: it, OP: it; 5. SP: they, OP: them; 6. SP: he/it, OP: him/it; 7. SP: it, OP: it; 8. SP: she/it, OP: her/it; 9. SP: they, OP: them; 10. SP: she, OP: her

If necesary, review:

3.4 Subject and Object Pronouns (page 56)

REVIEW

Time: 15–20 min.

Answers: 1. Please help; **2.** me; **3.** Let's look; **4.** write; **5.** use; **6.** Don't use; **7.** put; **8.** Use; **9.** fill out; **10.** I; **11.** Let's see; **12.** Write; **13.** it; **14.** Don't forget; **15.** make; **16.** me; **17.** you; **18.** let's go

FROM GRAMMAR TO WRITING

PART 1 EDITING ADVICE

Time: 10–15 min.

PART 2 EDITING PRACTICE

Time: 10–15 min.

Answers: 1. Ø; **2.** C; **3.** C; **4.** him; **5.** not; **6.** C; **7.** C; **8.** Don't; **9.** C; **10.** Ø; **11.** them; **12.** Let's; **13.** it; **14.** C; **15.** C; **16.** me

PART 3 WRITE

Time: 30–40 min.

Answer:

This is a financial aid application. Read it carefully. Write your name and Social Security number on it. Dashes are always in a Social Security number. Don't write them on the application. Some questions are hard. Ask about them. Dorota is helpful. Ask her for help. The man at the financial aid office is helpful too. Ask him for help. He helps people.

PART 4 LEARNER'S LOG

Time: 10–15 min.

1. Elicit facts students now know about Social Security cards, financial aid, and filling out applications.
2. Review the three tasks with students. Go over the direction lines carefully.
3. For Task 1, go over each step. Decide as a class which step is first and write it on the board.
4. For Task 3, discuss ways students can find out more about applications for Social Security cards and financial aid.
5. Have students complete the Learner's Log individually. Collect for assessment.

Answers:

Task 1:

1. Get an application online or from the Social Security office.
2. Fill out all the necessary information.
3. Print the information.
4. Don't forget to sign the form.
5. Make a copy of your birth certificate.
6. Find another identity document.
7. Take or send all your documents to the Social Security office.

Task 2: Answers will vary.

Task 3: Answers will vary.

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UNIT

4 LIFESTYLES

GRAMMAR CHARTS

4.1 The Simple Present—Affirmative Statements (pages 65–66)
4.2 Spelling of the *-s* Form (pages 66–67)
4.3 The Simple Present—Use (page 67)
4.4 Frequency Words (page 68)
4.5 The Simple Present—Negative Statements (pages 72–73)
4.6 Time Expressions with the Simple Present (page 74)
4.7 Infinitives with Simple Present Verbs (page 75)
4.8 The Simple Present—*Yes/No* Questions (page 79)
4.9 The Simple Present—*Wh-* Questions (page 85)
4.10 The Simple Present—Subject Questions (page 88)

UNIT OPENER

Have students look at the photo as you read the caption. *Ask: What do you see?* (people on paddle boards) *What time of day is it?* (evening) Read the quote and rephrase it if necessary. Ask: *Do you agree with the quote? Why or why not?* For more discussion questions, open the activity on the Classroom Presentation Tool.

CONTEXT NOTE

Americans enjoy their independence and individuality, and this is seen in their lifestyle. While hard work is valued, free time is held dear as something earned and worthy of full enjoyment. Free time activities are as varied as the diversity of American culture, and include wide ranges of sports, hobbies, and other activities. Baseball used to be known as "the American pastime," but nowadays, many sports occupy Americans' free time. The United States has many natural treasures and parks to enjoy and explore. Hiking, swimming, camping, fishing, canoeing, kayaking, and paddleboarding are popular summer activities. Many towns and cities have museums and parks with special events for families. Libraries and bookstores are also hubs of activity and may host children's events, author's talks, and other special-interest activities. Some Americans get involved in volunteer work, or spend their free time learning new skills, such as cooking, crafting, playing music, or collecting and restoring antiques. Others prefer more sedentary activities such as watching TV or movies, reading, and playing board games or video games. There is no single ideal lifestyle, as people's schedules vary, and individuals are encouraged to pursue their own interests. Americans may be known for working hard, but they play hard, too.

ABOUT THE QUOTE

Thomas Merton was a prolific American author and a religious man. His essay collection *No Man Is an Island* (1955) expresses his belief in the connectedness of life and the need for balance to create happiness. He died in 1968.

BEFORE YOU READ page 64

Time: 5 min.

Answers will vary.

READING 1 4.1

Free-Time Activities page 64

Time: 10–15 min.

1. Have students look briefly at the reading on page 64. Ask a volunteer to read aloud the first two or three sentences. Ask: *What is the reading about?* Have students make predictions.
2. Have students discuss the Before You Read questions in pairs or small groups. Write on the board as a model: *I like to ___ in my free time*. Group students from different countries, if possible. Monitor work. Find out what favorite activities students have in common.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *When can you get cheaper tickets?* (before 3 pm) *Who usually gets cheaper tickets any time?* (senior citizens, children, and students) Explain that senior citizens and students usually need to

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show identification to get a discount. Ask: *Are there discounts like this in your country?*

4. Play the audio and have students read along silently.

COMPREHENSION page 64

Time: 5–10 min.

Answers: 1. F; **2.** T; **3.** F

WORDS TO KNOW page 65 4.1

Time: 10–15 min.

1. Have students underline examples of each vocabulary item in the reading.
2. Remember to use visuals in the book when possible. For *visitors* and *visit,* use the illustration on page 69. For *outdoor concert*, point out the photo on page 70.
3. Check understanding by eliciting example sentences using the vocabulary words and asking comprehension questions.

SKILL PRACTICE: SPEAKING

Have students work in pairs to practice inviting each other to a movie, concert, picnic, or other free-time activity.

LISTEN page 65 4.3

Time: 10–15 min.

Answers: 1. True; **2.** False; **3.** True; **4.** True; **5.** True; **6.** False; **7.** True; **8.** True

CONTEXT NOTE

In the United States, it isn't very common for friends to show up unannounced at the home of another friend. Usually they make arrangements to visit first, either speaking in person, or by phone or text messge.

It is common to have parties and gatherings to watch the Super Bowl. Americans like to eat snacks like chicken wings, chili, and different kinds of finger foods, including chips and dips. Because so many people watch the Superbowl, advertisers spend extra money and time on the commercials they run during breaks in the game. Sometimes they are funny or have a moving message, and they can be another form of entertainment, in addition to the game.

Movie times before 6 p.m. are called *matinees*. Theaters often offer discounts on popcorn, candy, and drinks for these shows as well.

Online search terms: Super Bowl facts; videos Super Bowl commercials; photos American barbecue; photos football game snacks; matinee listings [city/town]

4.1 The Simple Present—Affirmative Statements

pages 65–66

Time: 10–15 min.

1. Tell students this chart is about making affirmative statements in simple present. Explain that the simple present has two forms: the base form and the *-s* form.
2. Have students look closely at the subject and verb columns of grammar chart **4.1** on pages 65 and 66. Ask: *Which subjects use the base form of the verb?* (I, you, we, they, plural nouns) *Which subjects use the -s form of the verb?* (he, she, it, singular nouns)
3. Direct students' attention to the Notes. Elicit further singular nouns as necessary.

EXERCISE 1 page 66

Time: 10–15 min.

Answers: 1. enjoys; **2.** like; **3.** has; **4.** invites; **5.** spend; **6.** call; **7.** visit; **8.** play

SKILL PRACTICE: WRITING

Have students work in pairs to rewrite the examples in the grammar chart by changing the subjects (e.g., *My sister likes concerts*.).

4.2 Spelling of the *-s* Form

pages 66–67

Time: 10–15 min.

1. Have students look at grammar chart **4.2**. Review each explanation with its example base forms and *-s* forms.
2. Direct students' attention to the Pronunciation Note. Pronounce the relevant verbs in the chart and have students repeat.
3. Have students close their books. Write verbs from the chart on the board. Have students pronounce them.
4. Write two spellings on the board for these verbs:
   a. *carry: carrys/carries*
   b. *walk: walks/walkes*

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c. stay: stays/staies

d. mix: mixs/mixes

e. splash: splashs/splashes

Ask students which spelling is correct and why. Refer students to the rules in the grammar chart, or have students work with books open if needed.

SKILL PRACTICE: WRITING AND SPEAKING

Have students work in pairs to create and pronounce sentences with the verbs from grammar charts **4.1** and **4.2**. Monitor pair work. Give help as needed. Have each pair share some of their sentences.

EXERCISE 2 page 67

Time: 10–15 min.

Answers: 1. plays; **2.** tries; **3.** watches; **4.** likes; **5.** goes; **6.** worries; **7.** cleans; **8.** spends; **9. a.** loves, **b.** washes; **10.** does

4.3 The Simple Present—Use page 67

Time: 5–10 min.

1. Have students look at the grammar chart. Review the examples and explanations.
2. Elicit or say the definition of *fact* (a reality or something that is true). Provide examples, such as: *Today is* [day of the week]. *I am* [your name]. *I am* [your height]. *I speak English. I have a Social Security card. My daughter wants a computer. I like popcorn.* Write *Fact* on the board, elicit additional examples, and write them on the board.
3. Elicit the meaning of *repeated actions* (something you do regularly). Provide examples, such as: wash your clothes every week. Write *Repeated Actions* on the board, elicit additional examples, and write them on the board.
4. Ask: *What kinds of things are facts?* (dates, years, names, likes, etc.) *What kinds of things are repeated actions?* (exercise, homework, meals, etc.)

EXERCISE 3 pages 67–68

Time: 5–10 min.

Answers may very. Possible answers:

1. Americans like outdoor concerts.

2. American museums have many learning activities.

3. A city park has a lot of fun activities.

4. People sometimes invite their friends to their homes.

5. A movie theater sells popcorn.

6. American families enjoy movies on weekends.

SKILL PRACTICE: SPEAKING AND WRITING

Have students work in pairs to create sentences about their own countries and cultures (e.g., *Korean families like barbecue*.). Monitor to help students with vocabulary. Have volunteers share their sentences with the class.

4.4 Frequency Words page 68

Time: 5–10 min.

1. Have students cover the grammar chart. Tell students chart **4.4** is about using frequency words in simple present sentences. Elicit the meaning of *frequency* (how often something happens).
2. Draw a frequency scale on the board with 100% at the top and 0% at the bottom. Write the frequency words on the scale in a jumbled order. Say: *Try to put the frequency words in the correct order.* Have students call out suggestions as you reorder the list from top to bottom on the board.
3. Have students look at the grammar chart. Go over the frequency words and the examples.
4. Point out the Notes. Go over the Notes and examples. Note that *sometimes* can also go at the end of a sentence (e.g., *We go to the movies sometimes.)*. Say: *Frequency words go after the verb* be. Elicit additional example sentences.

ABOUT YOU pages 68–69

Time: 10–15 min.

Answers will vary.

SKILL PRACTICE: SPEAKING

Have students get into groups to discuss their statements from the About You exercise. Have groups report to the class. Write example sentences about students on the board.

EXERCISE 4 page 69

Time: 5–10 min.

Answers: 1. Newcomers always ask; **2.** Americans often invite; **3.** Usually an American invites/An American usually

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invites; **4.** A dinner guest always arrives; **5.** Usually guests bring/Guests usually bring; **6.** Sometimes they bring/They sometimes bring; **7.** guests often say; **8.** Sometimes guests ask/Guests sometimes ask

SKILL PRACTICE: SPEAKING

Have students talk about their own customs in groups. Ask: *When you are invited to dinner in your country, what are the customs? Do you bring flowers? Is it important to be on time? Is it OK to ask for more food?*

EXERCISE 5 page 71 4.4

Time: 5–10 min.

Answers: 1. has; **2.** enjoy; **3.** pays; **4.** plays; **5.** have; **6.** sells; **7.** likes; **8.** enjoy; **9.** need; **10.** have

SKILL PRACTICE: WRITING

Have students draw a poster advertising the concert in the conversation in Exercise 5. Put an example on the board for students to complete.

TONIGHT!

_____ *CONCERT*

At _____ *on Central* _____

Date: _____ *evening*

Time: _____–_____

Display the posters around the classroom. Invite students to read them and say which concert they want to go to.

BEFORE YOU READ page 70

Time: 5 min.

Answers will vary.

READING 2 4.5

Work page 71

Time: 10–15 min.

1. Have students look briefly at the reading on page 71. Ask a volunteer to read the first sentence in paragraphs 1–3. Say: *The reading is about work. What will it say about work?* Have students make predictions.
2. Brainstorm factors with the class that make a job good or bad (e.g., type of work, hours, weekend work, money) and write them on the board. Have students discuss their answers to the Before You Read questions in groups. Have groups share their answers with the class. Summarize students' opinions on the board.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *What is the mimimum that workers in the United States have to earn per hour?* ($7.25) *Is this higher in some places?* (yes) *Is there a minimum wage for workers in your country?*
4. Play the audio and have students read along silently.

COMPREHENSION page 71

Time: 5–10 min.

Answers: 1. T; **2.** T; **3.** F

WORDS TO KNOW page 72 4.6

Time: 10–15 min.

1. While reviewing the vocabulary, be sure students understand *a/an* as "per" in the phrases *a year/week* and *an hour* and the time word *after* in *after school*.
2. Further explain *salary* and *overtime*. For *salary*, list jobs on the board and estimated salaries (e.g., nurse/$66,000; secretary/$35,000; police officer/$52,000). Point out the amounts and say: *This is the salary of a* [profession]. For *overtime*, explain that *over* means "more than" or "above." Say: *Someone who works over 40 hours works above or more than 40 hours, or overtime*.
3. Check understanding by eliciting example sentences using the vocabulary words and asking comprehension questions.

SKILL PRACTICE: SPEAKING

Have volunteers act out selected vocabulary, such as *relax* and *complain*.

LISTEN page 72 4.7

Time: 10–15 min.

Answers: 1. True; **2.** False; **3.** True; **4.** False; **5.** False; **6.** False; **7.** True; **8.** False

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CONTEXT NOTE

Many salaried workers in the United States are expected to work more than 40 hours a week for travel, meetings, or other reasons. The extra work is considered part of their job. Certain industries typically demand more than 40 hours per week of salaried employees, such as the medical, construction, publishing, technical support, and investment banking industries.

Online search terms: U.S. Department of Labor minimum wage by state; statistics time management of small business owners; statistics how much Americans spend per day; statistics how many hours Americans work

4.5 The Simple Present—Negative Statements pages 72–73

Time: 10–15 min.

1. Have students turn to the reading on page 71. Ask: *Do you see negatives? What are they? (don't* and *doesn't)* Tell students that chart **4.5** is about negative statements with verbs other than *be*.
2. Review the first part of the chart. Ask students to say what they observe about the rule for forming negative statements. (*don't/doesn't* + base form of the main verb) and write the formula on the board.
3. Have students compare the affirmative and negative statements in the second part of the chart. Elicit which subjects use *doesn't* + base form (he, she, it, singular nouns) and which use *don't* + base form (I, you, we, they, plural nouns).
4. Ask students to recall the adverbs of frequency. Ask: Which have a negative meaning? (*never, hardly ever, rarely*) Direct students' attention to the Grammar in Use box. Stress that *hardly ever*, *never*, and *rarely* are already negative. Therefore, we do not use them with a negative verb.

EXERCISE 6 page 73

Time: 10–15 min.

Answers: 1. doesn't have; **2.** don't keep; **3.** doesn't complain; **4.** don't make; **5.** don't have; **6.** doesn't talk; **7.** doesn't mean; **8.** don't relax

SKILL PRACTICE: WRITING AND SPEAKING

Have students work in pairs to write statements that are true for them or people they know, based on the sentences in Exercise 6. Have partners take turns saying the sentences. Have some pairs share their sentences with the class by writing them on the board and saying them.

EXERCISE 7 pages 73–74

Time: 5–10 min.

Answers:

1. Simon (OR He) doesn't work on Wednesday.
2. Many Americans don't work on Sunday.
3. Simon (OR He) doesn't get paid every week.
4. *Salary* (OR It) doesn't mean money for an hour of work.
5. Dorota and Simon don't complain about long work hours.
6. I don't get weekends off.
7. Halina (OR She) doesn't work forty hours a week.
8. You and I (OR We) don't work overtime.

4.6 Time Expressions with the Simple Present page 74

Time: 10–15 min.

1. Draw a large monthly calendar on the board. Use the calendar to help illustrate the time expressions. For example, cross out five days in a week for *five days a week*. Have students look at grammar chart **4.6**. Be sure students understand the numbers, *twice* (two times), and *once* (one time) in the time expressions.
2. Review the subjects, verbs, and time expressions. Elicit the base form of the verb *paid* (*pay*) and clarify its use with *get* in the common expression: *to get paid*.
3. Direct students' attention to the Note. Stress that time expressions must have two or more words to go at the end of the sentence. Note that one-word time expressions can also go at the end, such as *once* and *twice* (e.g., *We went to the park once/twice.*). Have students listen for correct word order. Illustrate with examples. Say: Listen. *Which is correct? She on weekends doesn't work. She doesn't work on weekends.*
4. Work as a class. Have students provide examples of sentences with time expressions and frequency words, such as: *one hour a day, always, often, once*

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a week, once a month, every year, on Saturdays, on Mondays. Assign one phrase to each student.

SKILL PRACTICE: WRITING

Make a list of sentences with time expressions. Cut each sentence into individual words and put the words into an envelope. Divide the class into groups. Give each group two or three envelopes and have them work quickly to put the scrambled words in the correct order to form sentences. When each group finishes a sentence, a pre-appointed student should write the sentence on the board. Set a time limit for high achiever classes and let the groups compete to see who can finish first.

ABOUT YOU page 75

Time: 5–10 min.

Answers will vary.

4.7 Infinitives with Simple Present Verbs page 75

Time: 5–10 min.

1. Have students cover the information above the chart. Elicit the infinitive form of a verb (*to* + base form). Have students look only at grammar chart **4.7**. Say: *Look at the subjects, verbs, and infinitives in the chart. What four things do you see about the infinitive?* (the form doesn't change, it includes *to,* it comes after the main verb, a time phrase can follow it)
2. Have students uncover the information above the chart. Say: *We use the infinitive after specific verbs in the simple present tense, such as:* like, want, expect, try, *and* need. Elicit further examples with *like, want,* and *need*.

EXERCISE 8 page 76

Time: 5–10 min.

Answers: 1. don't like to talk; **2.** expect to get; **3.** like to complain; **4.** doesn't want to leave; **5.** need to take; **6.** don't expect to work; **7.** doesn't like to work; **8.** tries to do; **9.** needs to find; **10.** don't try to work

EXERCISE 9 page 76

Time: 5–10 min.

Answers:

1. Victor wants to take a day off on Sunday.

2. He doesn't want to take a day off on Friday.

3. Many Americans try to get a second job.

4. The workers don't expect to work on Sundays.

5. Sometimes I try to take Friday nights off.

6. Simon doesn't need to work overtime.

EXERCISE 10 page 77 4.8

Time: 5–10 min.

Answers: 1. don't have; **2.** don't like; **3.** don't work; **4.** doesn't pay; **5.** doesn't like; **6.** don't think; **7.** don't want to work; **8.** don't find

ABOUT YOU page 77

Time: 5–10 min.

Answers will vary. 1. works/doesn't work; **2.** gets/doesn't get; **3.** spend/don't spend; **4.** pays/doesn't pay; **5.** like to work/don't like to work; **6.** get/don't get; **7.** pay/don't pay; **8.** takes/doesn't take; **9.** expect to get/don't expect to get; **10.** go/don't go; **11.** changes/doesn't change; **12.** keeps/doesn't keep; **13.** make/don't make; **14.** work/don't work

SKILL PRACTICE: SPEAKING

Have students compare their answers to the About You exercise in groups. If possible, put students from different countries together. Do a survey. Ask: *Which country do you think is the best to work in?*

BEFORE YOU READ page 78

Time: 5 min.

Answers will vary.

READING 3 4.9

Eating Customs page 78

Time: 10–15 min.

1. Have students look briefly at the reading by skimming Peter's questions. Have them look at the photo on page 78. Ask: *What is the reading about? What will it say about eating customs?* Have students make predictions.
2. Ask: *What kind of American food do you eat? What do you eat for lunch?* Have students discuss their answers to the Before You Read questions in small groups. Ask several students to share their answers with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *How many times a week do the majority of Americans eat at a restaurant?* (once a

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week) *Is it common to eat out a lot where you are from? What kind of food is popular to eat in a restaurant?*

4. Play the audio and have students read along silently.

COMPREHENSION page 79

Time: 5–10 min.

Answers: 1. T; **2.** F; **3.** F

WORDS TO KNOW page 79 4.10

Time: 10–15 min.

1. While reviewing the vocabulary, use miming and gestures to demonstrate *order, hungry,* and *deliver* as you go over the context.
2. Create additional examples to reinforce the meaning of *convenient* (e.g., *It's convenient to eat out. I don't have to cook dinner or wash dishes.*).
3. Remember to point to pictures in the book that illustrate the new vocabulary items, such as *prepared food* on page 78.
4. Check comprehension by miming or by drawing illustrations of the terms on the board. Have students call out the terms.

SKILL PRACTICE: SPEAKING

Have students practice the conversation in pairs. Ask volunteers to role-play the conversation for the class.

LISTEN page 79 4.11

Time: 10–15 min.

Answers: 1. True; **2.** True; **3.** True; **4.** True; **5.** True; **6.** False; **7.** False; **8.** False

CONTEXT NOTE

Americans eat out more than the people of any other country, and getting takeout food is even more popular. Dinner is the most popular meal to eat out. American cuisine is the most popular type of food. According to some surveys, 74 percent of American families still eat all meals together. In the past, Americans ate meals quietly. Today, many Americans eat with the TV on and may email, text, or use their cell phones.

Online search terms: video instructions for ordering at a restaurant; menu [popular restaurant name]; lunch menu options

4.8 The Simple Present—*Yes/No* Questions page 79

Time: 5–10 min.

1. Have students look at grammar chart **4.8**. Elicit the form of *yes/no* questions in simple present (*do/does* + subject + base form of verb [+ rest of sentence]).
2. Write on the board in two columns: *I*, *you*, *we*, *they*, *plural nouns*, and *he*, *she*, *it*, *singular nouns.* Ask: *Which subjects take* does *and which take* do*?* (first column *do*, second column *does*) Read through all the questions and short answers in the chart.
3. Ask questions to check understanding (e.g., *Do you like Chinese food?*) and elicit true short answers. Point out that short answers can be just an adverb of frequency, like *sometimes*. Note that this use is informal. The Grammar in Use box on page 82 points this out.
4. Write scrambled questions on the board, such as: *go/ to a deli for lunch/she/does/?* Have volunteers put the words in the correct order.

SKILL PRACTICE: READING AND SPEAKING

Have students find the *yes/no* questions in the reading on page 78. Have them circle *do* or *does* and the subject of each question. In pairs, have students practice asking and answering the questions they found.

EXERCISE 11 page 80

Time: 5–10 min.

Answers: 1. a. Does, **b.** Yes, he does. **2. a.** Does, **b.** Yes, it does. **3. a.** Does, **b.** No, he doesn't. **4. a.** Do, **b.** Yes, they do. **5. a.** Do, **b.** No, they don't. **6. a.** Do, **b.** Yes, they do. **7. a.** Does, **b.** Yes, it does. **8. a.** Do, **b.** Yes, they do.

EXERCISE 12 page 80

Time: 10–15 min.

Answers:

1. Do you deliver the pizzas?
2. Do you work Monday through Friday?
3. Do you use your car?
4. Does the job pay well?
5. Does Joe's Pizza have vegetarian pizza?
6. Do you like your new job?

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EXERCISE 13 page 81

Time: 10–15 min.

Answers:

1. Do they eat lunch in restaurants?
2. Does Victor (OR he) like salads?
3. Does Ali (OR he/she) buy prepared food?
4. Does that restaurant (OR it) have vegetarian food?
5. Do you go to lunch before noon?
6. Do Halina and Peter (OR they) want to order sandwiches?
7. Does this restaurant (OR it) deliver sandwiches?
8. Do Americans (OR they) eat prepared food (OR it) in the supermarket?

ABOUT YOU pages 81–82

Time: 10–15 min.

Answers:

1. Do you like to eat in restaurants?
2. Do you like pizza?
3. Do you like to cook?
4. Do you eat dinner with your family?
5. Do you eat lunch at home?
6. Do you and your friends sometimes order takeout food?
7. Does someone cook for you?
8. Do restaurants in your country deliver?
9. Do supermarkets in your country have deli sections?
10. Do most people in your country eat meat?

EXERCISE 14 page 82 4.12

Time: 10–15 min.

Answers: 1. Do you and Peter cook; **2.** Do you have; **3.** Does the food taste; **4.** Does it have; **5.** Do they have; **6.** Do you like to cook; **7.** Does the supermarket prepare; **8.** Do you and Halina eat

SKILL PRACTICE: SPEAKING

Have groups of four practice the conversation in Exercise 14 and then perform it for the class.

BEFORE YOU READ page 83

Time: 5 min.

Answers will vary.

READING 4 4.13

Exercise page 83

Time: 10–15 min.

1. Have students look briefly at the reading and the pictures on pages 83 and 84. Ask questions such as: *Why is the woman wearing sneakers?* (She walks during her lunch hour.) Have students predict what the reading is about.
2. Ask: *What are some different ways to get exercise? Do you do any of these things? How often?* Have students discuss the Before You Read questions in pairs. Ask several students to share their answers with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *How often is it good to walk quickly?* (once a day) *How long is it good to walk quickly for?* (30 minutes) *How often do you walk quickly?*
4. Play the audio and have students read along silently.

COMPREHENSION page 83

Time: 5–10 min.

Answers: 1. T; **2.** F; **3.** F

WORDS TO KNOW page 84 4.14

Time: 10–15 min.

1. Be sure to point to pictures in the book that illustrate new vocabulary items, such as *wear, sneakers, messenger* and *ride a bicycle/bike*.
2. Stress the two uses of *exercise* as verb and noun.
3. Have students underline one example of each vocabulary item in the reading, including *exercise* as a verb and a noun.

SKILL PRACTICE: SPEAKING

Have students practice the conversation in pairs. Ask volunteers to role-play the conversation for the class.

LISTEN page 84 4.15

Time: 10–15 min.

Answers: 1. False; **2.** True; **3.** True; **4.** False; **5.** True; **6.** True; **7.** False; **8.** False

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CONTEXT NOTE

Many Americans have serious health problems because they don't exercise enough. As a result, more than one-third of American adults are obese, according to the Centers for Disease Control and Prevention. The U.S. government recommends 30 minutes a day of moderate exercise, such as walking, golfing, and water aerobics.

Online search terms: parks with exercise programs; gym membership [city or town]; pictures Americans exercising; videos easy exercises to do at home

4.9 The Simple Present—*Wh-* Questions page 85

Time: 10–15 min.

1. Have students cover grammar chart **4.9**. Write example questions on the board, such as: *How much do you owe your mom? Why do you walk every day? When does Alice do yoga?* Elicit word order and write the formula on the board (question word(s) + *do/does* + subject + base form of verb [+ rest of sentence]).
2. Review each question word, question, and answer in the first part of the chart. Carefully review the dual uses of *what*. Say: *Look at the main verbs. These often tell the type of information asked for. What do* mean *and* do *ask for?* (a definition and an action, respectively)
3. Direct students' attention to the Notes. Elicit the type of information each question word in the chart asks for and write it on the board.
   - *how much* ⟶ cost, amount
   - *how often* ⟶ frequency
   - *who* ⟶ person
   - *what kind* ⟶ type
   - *what* ⟶ name of something
   - *how many* ⟶ number
   - *why* ⟶ reason, cause
   - *where* ⟶ place, location
   - *when* ⟶ time
4. Have students compare the statements and questions in the second chart. Have students then look at the answers in both charts. Ask: *What can you observe about the types of answers to information questions?* (You can use phrases or complete sentences.)

SKILL PRACTICE: READING AND SPEAKING

Have students go back to the reading on page 83. Have them find the information questions. Ask students to underline the question word, the subject, *do/does*, and the verb. In pairs, have students practice asking and answering the questions they found.

EXERCISE 15 pages 85–86

Time: 10–15 min.

Answers: 1. How often; **2.** What; **3.** Why; **4.** How many; **5.** What kind of; **6.** How much; **7.** How; **8.** Where; **9.**When; **10.** Who

EXERCISE 16 pages 86–87

Time: 5–10 min.

Answers:

1. What does Halina ask Dorota? She asks Dorota about exercise in the United States.
2. What kind of exercise does Dorota do? She walks.
3. Where does Dorota exercise? She exercises in a park (near her house).
4. When does Louisa exercise? She exercises during her lunch hour.
5. How often does Dorota exercise? She exercises (OR tries to exercise) five days a week.
6. Why do people need to exercise? Because they want to stay healthy./Because they sit all day./Because they have desk jobs.
7. What do bike messengers do? They take mail from one office to another.

EXERCISE 17 page 87

Time: 5–10 min.

Answers:

1. does she walk?
2. does she wear sneakers to work?
3. does she have a day off (each week)?
4. (new) shoes do you have?
5. does she go to the gym in the winter?
6. bikes does Peter (OR he) see (in the street)?
7. do bike messengers (OR they) ride fast?
8. do Shafia and Ali (OR they) like to run?

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SKILL PRACTICE: SPEAKING

Have students practice the short conversations in Exercises 15, 16, and 17 in pairs. Ask volunteers to role-play the conversations in front of the class.

4.10 The Simple Present—Subject Questions page 88

Time: 5–10 min.

1. Have students cover the grammar chart. Write on the board examples of *wh-* questions and subject questions, such as: *a) Where does John live? b) Who do you know in this class? c) Who likes to run? d) How many people run every day? e) Which park has a running trail?* Elicit example answers for some of these questions, and underline the word that is the answer (e.g., *John lives downtown; The big park has a running trail.*). Help students notice that some of these questions ask about a subject, and not an object.
2. Have students read through the questions in the chart and then ask: *Do we use do/does with subject questions?* (no)
3. Review the short answers. Elicit or point out that we can use *do/does* in short answers to subject questions.
4. Direct students' attention to the Notes. Give additional examples as needed.

EXERCISE 18 pages 88–89

Time: 5–10 min.

Answers:

1. Who needs a job?
2. Who wants to exercise?
3. What kinds of jobs pay well?
4. How many people ride their bicycles to work?
5. Which workers exercise during their lunch hour?
6. How many people in your company exercise before work?
7. Whose company has a gym for the workers?
8. What happens after lunch?

EXERCISE 19 page 89

Time: 10–15 min.

Possible answers:

1. What kind of clothes do people wear at the gym?
2. Why do people (OR Americans) exercise?
3. Whose friend exercises during her lunch hour?/Whose friend wears sneakers with a business suit?
4. When do some office workers exercise?
5. What does a bike messenger do?
6. How much does that bike cost?
7. How often does Louisa exercise?
8. Who works on a bicycle?

FUN WITH GRAMMAR page 89

Time: 10–15 min.

Answers will vary.

SUMMARY OF UNIT 4

Time: 20–30 min.

THE SIMPLE PRESENT—STATEMENTS

Have students come up with additional statements, both affirmative and negative, for each subject in the chart. Compare answers as a class, and identify each one as *fact* or *repeated action*. Encourage students to use frequency words and time expressions in some of their sentences.

If necessary, review:

4.1 The Simple Present—Affirmative Statements (pages 65–66)
4.2 Spelling of the *-s* Form (pages 66–67)
4.3 The Simple Present—Use (page 67)
4.4 Frequency Words (page 68)
4.5 The Simple Present—Negative Statements (pages 72–73)
4.6 Time Expressions with the Simple Present (page 74)
4.7 Infinitives with Simple Present Verbs (page 75)

THE SIMPLE PRESENT—*YES/NO* AND *WH-* QUESTIONS

Have students cover the first five columns of the chart so that they see only the final column with the short answers. Working in pairs, have them write *yes/no* and *wh-* questions that can go with each answer. When they finish, they should compare their questions with those on the chart, and then compare as a class. Accept any question that makes sense with the given answer, paying attention to the differences in *yes/no* and *wh-* question formation.

If necessary, review:

4.8 The Simple Present—*Yes/No* Questions (page 79)
4.9 The Simple Present—*Wh-* Questions (page 85)

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THE SIMPLE PRESENT—SUBJECT QUESTIONS

Provide full answers to subject questions, with the subject underlined, such as:

1. *<u>Lucas</u> has a dog.*
2. *<u>Five</u> of my friends go to this gym.*
3. *<u>City Park</u> has a nice walking path.*
4. *<u>Kayla's</u> sister owns a gym.*
5. *<u>Exercise, good food, good work, and happy relationships</u> make a healthy lifestyle.*

Have students, in pairs, write questions that correspond with each answer. (Answers: 1. Who has a dog? 2. How many of your friends go to this gym? 3. Which park has a nice walking path? 4. Whose sister owns a gym? 5. What makes a healthy lifestyle?) Check as a class.

If necessary, review:

4.10 The Simple Present—Subject Questions (page 88)

REVIEW

Time: 15–20 min.

Answers: 1. Do you work; **2.** I don't; **3.** have; **4.** work; **5.** Do you like; **6.** I do; **7.** go; **8.** come; **9.** don't work; **10.** spend; **11.** Does she go; **12.** She doesn't go; **13.** What do you and your daughter do; **14.** to walk; **15.** How often do you go; **16.** We try; **17.** we go; **18.** What kind of food does your daughter eat; **19.** She likes; **20.** doesn't like; **21.** Who doesn't like; **22.** loves; **23.** He takes; **24.** Where does your son go; **25.** He goes; **26.** Does he enjoy; **27.** he does; **28.** He has; **29.** He doesn't like; **30.** How much does the school cost; **31.** How many children go; **32.** go

FROM GRAMMAR TO WRITING

PART 1 EDITING ADVICE

Time: 10–15 min.

PART 2 EDITING PRACTICE

Time: 10–15 min.

Answers: 1. What does *bike messenger* mean? **2.** C; **3.** does a bike messenger deliver; **4.** delivers; **5.** Who works; **6.** C; **7.** happens; **8.** They sometimes open / Sometimes they open; **9.** C; **10.** always ride; **11.** C; **12.** C; **13.** they often ride; **14.** means; **15.** C; **16.** C; **17.** They never need; **18.** to go

PART 3 WRITE

Time: 10–15 min.

Have students read the direction line. With the class, do the first line in the paragraph on the board. Have students complete the activity individually. Collect for assessment.

Answers:

Nina/She lives in Chicago. Nina/She likes the city. Why does Nina/She like it? Because it's wonderful in the summer! Nina/She often goes to a big park downtown. It has concerts every Thursday evening. Nina/She doesn't pay for these concerts. They're free. Nina/She likes to visit Lake Michigan. It has many free beaches. But the water is often cold. Nina/She doesn't swim in June or July. Nina/She swims only in August. Nina/She also visits a beautiful park on the lake. Sometimes Nina/She has dinner at a restaurant near the lake. She doesn't do that often. It's expensive. Nina/She sometimes invites friends to visit Chicago.

PART 4 LEARNER'S LOG

Time: 15–20 min.

1. Have students close their books. Ask: *What do you know about free-time activities and work in the United States? What about eating customs and exercise in the United States? What else do you want to know about them?* Discuss ways in which students can find out more about work and free-time activities.
2. Have students open their books to complete the Learner's Log.
3. Have students compare logs in pairs.

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UNIT

5 DRIVING

GRAMMAR CHARTS

5.1 Modal: *Can*—Affirmative and Negative (page 98)

5.2 Modal: *Should*—Affirmative and Negative (page 99)

5.3 *Have To*—Affirmative and Negative (page 100)

5.4 *Can, Should*, and *Have To—Yes/No* Questions (pages 106–107)

5.5 *Can, Should*, and *Have To—Wh-* Questions (page 109)

5.6 *Can, Should*, and *Have To*—Subject Questions (page 112)

UNIT OPENER

Have students look at the photo and read the caption. Ask: *What do you see?* (people in cars in the water) *Where is this?* (Lake Mead, near Las Vegas, Nevada, USA) Read the quote and rephrase it if necessary. Ask: *Do you agree with the quote? Why or why not?* For more discussion questions, open the activity on the Classroom Presentation Tool.

CONTEXT NOTE

Most Americans own a car and use it as their main form of transportation. Ever since automobiles became affordable and available to the average person, thanks to Henry Ford, Americans have enjoyed the freedom they have to offer. In the second half of the 20th century, as the highway system spanned across the United States, Americans found new ease of movement and independent travel. Sometimes car ownership is a means of self-expression. Amphicar is a combination of the words *amphibious* and *car*. These unusual vehicles were manufactured in West Germany over a limited amount of time during the 1960's. They travel on land and water, though perhaps not so well as a car or a boat, respectively. Amphicar owners organize gatherings called "swim-ins" during warm weather months, where they can show off their vehicles and meet other Amphicar owners.

ABOUT THE QUOTE

Tommy Lasorda has had a long career in Major League baseball, as a pitcher, coach, and manager. Born in 1927, he is recognized as the oldest living player in the Hall of Fame. Known mostly for his career with the Brooklyn/Los Angeles Dodgers organization, he has also made several appearances in TV and movies, and has an outgoing and sometimes outspoken personality.

BEFORE YOU READ page 96

Time: 5 min.

Answers will vary.

READING 1 5.1

Getting a Driver's License page 96

Time: 15–20 min.

1. Have students look briefly at the reading and photo on page 96. Ask: *What is the young man doing?* (taking the test to get a driver's license) *What do you think the reading is about?* Have students make predictions.
2. Have students discuss their answers to the Before You Read questions in pairs or small groups. Have them share their answers with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *Is driving equally dangerous for everyone?* (No; more young people die in accidents.) *What are some ways to protect younger drivers? What are the laws for teenage drivers in your country?*
4. Play the audio and have students read along silently.

COMPREHENSION page 96

Time: 5–10 min.

Answers: 1. T; **2.** F; **3.** F

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WORDS TO KNOW page 97 5.2

Time: 10–15 min.

1. Make sure students understand the difference in meaning between *rule* and *law*. For example, say that governments make laws, and parents and schools make rules. Laws are official rules. Rules are guidelines. Note that sometimes the terms are used interchangeably, but they are not exact synonyms. Elicit examples of rules and laws in students' countries.
2. Use gestures and miming to demonstrate the meaning of *in a hurry.* For example, rush to gather your things, and say: *I have to leave! I'm in a hurry.* Point out the use of the preposition *in* in the phrase.
3. For *at least*, provide additional example sentences, such as: *You need at least 80 points to get a B.* Have students make up their own examples to check comprehension of the phrase.

SKILL PRACTICE: SPEAKING

Have the class play a game of charades to demonstrate vocabulary. Have volunteers act out terms such as *rule, under/over, law, in a hurry, vision test, written test, adult/teenager,* and *safety.* Have the class guess each term. As an alternative, have students work in groups with members acting out or drawing terms.

LISTEN page 97 5.3

Time: 10–15 min.

Answers: 1. False; **2.** True; **3.** True; **4.** True; **5.** True; **6.** False; **7.** True; **8.** True

CONTEXT NOTE

Each state issues driver's licenses. In most states, drivers have to be 16. Many states give a learner's permit to 14- and 15-year-old teens. An adult must always accompany these learners. Due to the high rate of teen car accidents, many parents in the United States favor strict rules for all teen drivers, including older ages for getting a permit and license.

Online search terms: driver's manual [state]; statistics teen road accidents; driving schools [city/town]; pictures common road signs

5.1 Modal: *Can*—Affirmative and Negative page 98

Time: 10–15 min.

1. Have students cover grammar chart **5.1**. Write these sentences on the board: *I eat soup. I can eat soup.* Elicit the modal and the main verb.
2. Have students review the grammar chart. Direct students' attention to the statement of use above the chart. Elicit the location of the modal. (between subject and main verb) Ask: *Does the modal change form?* (no) Elicit the meanings of *ability, permission,* and *possibility*.
3. Review the Notes, the Pronunciation Note, and the Grammar in Use box. Ask: *does the form of the main verb change after can?* (no)To demonstrate the difference in pronunciation between *can* and *can't*, say at least five pairs of *can* and *can't* sentences (e.g., *I can go./I can't go. He can drive./He can't drive. She can speak English./She can't speak English.*). Ask students to raise their hands if they hear *can* and to keep their hands down if they hear *can't.* Stress the use of *can't* to show rules (*can't = don't have permission*).

SKILLS PRACTICE: WRITING

Have students work in pairs to create sentences with *can* and *can't.* Encourage them to use the modal to show ability, permission, and possibility.

EXERCISE 1 page 98

Time: 5–10 min.

Answers: 1. can't; **2.** can; **3.** can't; **4.** can; **5.** can; **6.** can't; **7.** can't; **8.** can't; **9.** can; **10.** can

5.2 Modal: *Should*—Affirmative and Negative page 99

Time: 10–15 min.

1. Have students cover grammar chart **5.2**. Write this example sentence on the board: *You should not drive fast.* Elicit the modal and the main verb (*should* and *(not) drive*)
2. Have students review the grammar chart. Elicit the location and form of the modal *should* in each example. Note that, like *can,* the form of the modal and main verb never change.

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EXERCISE 2 page 99

Time: 5–10 min.

Answers: 1. You should read; **2.** You should wash; **3.** He shouldn't be; **4.** He should practice; **5.** You shouldn't drive; **6.** He should learn; **7.** New drivers shouldn't drive; **8.** You should look

SKILL PRACTICE: SPEAKING

1. Have students practice the conversations in Exercise 2 in pairs. Have volunteers role-play the conversations in front of the class.
2. Have partners give advice to each other on varying topics such as the following: how to get an A in English, how to open a bank account, how to use an ATM, or how to stay healthy.

5.3 *Have To*—Affirmative and Negative page 100

Time: 10–15 min.

1. Have students look at grammar chart **5.3**. Go over the examples in the chart. Elicit the negative of *have to* (*doesn't/don't have to*). Ask: *Where is* have to *in the sentences?* (between the subject and main verb) Review word order (subject + [*don't/doesn't*] + *have to* + main verb). Ask: *Does the form of* have *in* have to *change depending on the subject?* (yes)
2. Discuss the meaning of necessity with students. Elicit or say that it means obligation, or something that we must do. Provide a few examples (e.g., brushing your teeth every day, washing your clothes, driving a child to school). Ask volunteers for several examples of things they have to do.
3. Direct students' attention to the Notes. Ask volunteers to give additional examples of *have to* to show necessity, and not necessary.
4. Review the Pronunciation Note. Say: *In informal or relaxed speech,* have to *is pronounced*/hæftə/*and* has to *is pronounced/*hæsta/. Demonstrate the pronunciation of both words in formal and informal speech. Read the examples aloud and have students repeat.

EXERCISE 3 page 100

Time: 5–10 min.

Answers: 1. has to take; **2.** does not have to get/doesn't have to get; **3.** have to pass; **4.** has to practice; **5.** do not have to take/don't have to take; **6.** do not have to be/don't have to be; **7.** have to have; **8.** doesn't have to teach

ABOUT YOU page 101

Time: 5–10 min.

Answers will vary.

SKILL PRACTICE: SPEAKING

Have students compare their answers to the About You exercise. Ask for volunteers to share their answers with the class.

EXERCISE 4 pages 101–102

Time: 5–10 min.

Answers will vary. Possible answers:

1. Drivers can't go over 65 miles per hour. Drivers have to go at least 45 miles per hour.
2. Riders can't ride a bicycle here. Riders have to walk with their bicycles or use another street.
3. Drivers can't turn right. Drivers have to go straight or turn left.
4. Drivers have to stop. All drivers at the intersection have to stop.
5. Drivers should watch for pedestrians. Pedestrians can cross here.
6. Drivers can't enter. Drivers have to go another way.
7. Drivers can only go one way. Drivers have to go in the direction of the arrow.
8. Drivers can't go this way. Drivers shouldn't enter this road.
9. Drivers should be careful in a school zone. Drivers shouldn't drive fast in a school zone.

SKILL PRACTICE: SPEAKING

Have students compare their sentences in Exercise 4 in groups. Have groups choose the best sentences to present to the class. Then have the class vote on the best sentence for each road sign.

ABOUT YOU page 102

Time: 5–10 min.

Answers will vary.

EXERCISE 5 page 103

Time: 5–10 min.

Possible answers: 1. can use; **2.** can take; **3.** shouldn't leave; **4. a.** have to study, **b.** don't have to do; **5. a.** should

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wash, **b.** can't wash; **6.** have to be; **7. a.** has to take, **b.** doesn't have to pay, **c.** can take; **8. a.** shouldn't wait, **b.** can't learn; **9.** should watch; **10.** should wait

EXERCISE 6 page 104 5.4

Time: 5–10 min.

Answers:

Conversation A

1. can use; **2.** can drive; **3.** has to get; **4.** doesn't have to get; **5.** should study; **6.** has to take

Conversation B

7. can't see; **8.** shouldn't worry; **9.** can take; **10.** have to wear

> **SKILL PRACTICE: SPEAKING**
>
> Have students practice Conversations A and B in Exercise 6 in pairs, exchanging roles. Ask volunteers to role-play the conversations in front of the class.

FUN WITH GRAMMAR page 104

Time: 10–15 min.

Answers will vary.

BEFORE YOU READ page 105

Time: 5 min.

Answers will vary.

READING 2 5.5

Car Safety page 105

Time: 10–15 min.

1. Have students look briefly at the reading and photo on page 105. *What is this place?* (a gas station) Go over the terms labeled in the picture. *What do you think the reading is about?* Have students make predictions.
2. Have students discuss their answers to the Before You Read questions in pairs. Ask several students to share their answers with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *Is it OK for a child to ride in a car without a car seat?* (no) *In your country, can parents get a ticket if a child is not in a car seat?*
4. Play the audio and have students read along silently.

COMPREHENSION page 105

Time: 5–10 min.

Answers: 1. T; **2.** F; **3.** F

WORDS TO KNOW page 106 5.6

Time: 10–15 min.

1. Use visuals to illustrate difficult terms. For *on the way*, draw a simple map on the board with a house, a store, and a road between them. Draw a line from the store to the house. As you draw, say: *I'm on the way home.* For *outlet mall*, try to locate a brochure or large newspaper ad that shows an outlet mall. For *trip*, use a map. As you say: *Every year I go to New York. Every year I take a trip to New York*, trace the route on the map from your location to New York.
2. Point to pictures in the book that illustrate *infant, seat belt, toddler, several, passenger, air bag,* and *pump.*
3. Check comprehension by acting out terms such as *seat belt, passenger, hurt*, and *pump,* and having students call out the appropriate term.

> **SKILL PRACTICE: SPEAKING**
>
> Have students practice the conversation in pairs. If students are high achievers or enthusiastic, allow improvisations. If possible, ask a volunteer who is a parent to participate in role-playing the conversation in front of the class.

LISTEN page 106 5.7

Time: 10–15 min.

Answers: 1. True; **2.** True; **3.** False; **4.** True; **5.** True; **6.** False; **7.** False; **8.** False

> **CONTEXT NOTE**
>
> The United States has many laws about car safety. People have to wear seat belts. Children can't sit in the front seat. Babies and young children have to be in car seats. *Consumer Reports* magazine gives ratings for many products, including child and infant car seats.
>
> **Online search terms:** photos of car seats for different ages; child passenger laws by state, outlet mall near me

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5.4 *Can, Should,* and *Have To—Yes/No* Questions pages 106–107

Time: 5–10 min.

1. Have students look at the first part of grammar chart **5.4**. Review the examples with *can* and *should,* including word order and verb forms. Stress that short answers for *can* and *should* do not contain the main verb. To test comprehension, write various subjects on the board (e.g., *Mrs. Li*, *a baby*, *the family*, *Halina*) and have volunteers make questions and short answers with *can* and *should.*
2. Review questions with *have to* in the second part of the chart. Ask: *How are questions with* have to *different from questions with* can *and* should*?* (They need *does* or *do.*) Point out that short answers with *have to* do not contain the main verb or *have to.*
3. Ask: *What are the reasons we ask questions with can?* Have students recall uses of *can*, and compare with the Grammar in Use box.
4. Write the word order formulas on the board for *Yes/No* questions with *can/should* and *have to*. Have students write example questions and short answers.

EXERCISE 7 page 107

Time: 5–10 min.

Answers:

1. Yes, she does.
2. No, she can't.
3. No, she shouldn't.
4. Yes, they can.
5. No, she doesn't.
6. Yes, they can.
7. No, they don't.
8. Yes, they should.

EXERCISE 8 page 107

Time: 5–10 min.

Answers: 1. c; **2.** a; **3.** f; **4.** b **5.** d; **6.** e; **7.** h; **8.** g

EXERCISE 9 page 108

Time: 5–10 min.

Answers: 1. Can we go; **2.** Do we have to get; **3.** Should we try; **4.** Can I wash; **5.** Does he have to sit; **6.** Do I have to use

ABOUT YOU page 108

Time: 5–10 min.

Answers to these questions will vary:

1. Can people buy food and drinks at gas stations?
2. Do young children have to sit in a car seat?
3. Can children sit in the front seat?
4. Do people have to pump their own gas?
5. Do adults have to wear seat belts?
6. Do most people have to drive to work?

SKILL PRACTICE: SPEAKING

Write the names of countries represented in your class across the top of the board horizontally. Then write the numbers of the questions in the About You exercise vertically down the side along with key words for the topic (e.g., *1. food/drinks at gas station*). Survey the class. Find out what the customs are in students' countries. Write a check mark when a country has a particular custom. Write an *X* when it doesn't.

5.5 *Can, Should,* and *Have To—Wh-* Questions page 109

Time: 5–10 min.

1. Have students look at grammar chart **5.5** and cover the Answer column. Check students' comprehension. Elicit the meanings of *have to, can,* and *should*, and of the *wh-* question words in the chart and the kind of information the words ask for.
2. Have students review the first part of the chart. Ask a volunteer to write the formula on the board (QW + *can* or *should* + subject + verb [+ rest of the sentence]). Remind students that the main verb is in the base form. Go over each example with *can* and *should.* Then review the short answers.
3. Direct students' attention to the second part of the chart. Ask a volunteer to write the formula on the board (QW + *do/does* + subject + *have to* + verb [+ rest of the sentence]).
4. Ask: *How are* wh- *questions different from* yes/no *questions with modals?* (in *wh-* questions, the question word comes first)

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SKILL PRACTICE: WRITING

Brainstorm with the class a list of five or six topics. Have students work individually to create information questions with *can/should/have to* for each topic. Monitor students' work. Invite several volunteers to write their questions on the board for a class review and correction activity.

EXERCISE 10 pages 109–110

Time: 5–10 min.

Possible answers:

1. They can pay with a credit card or cash.
2. A child can sit in the front passenger seat when he or she is twelve years old.
3. A small child has to sit in the back seat because air bags can hurt children.
4. They can pay for gas right at the pump.
5. She has to get a new car seat because Anna is too big for her old infant seat.
6. She can buy water in the store.
7. She should buy a car seat for toddlers.
8. She has to stop at a gas station because she needs to buy gas.
9. Children can ride safely in a car by using a seat belt.
10. She should buy a car seat at the outlet mall because things aren't as expensive there.

EXERCISE 11 page 110

Time: 10–15 min.

Answers:

1. does Anna have to sit in the back seat?
2. do they have to stop for gas (on their trip)?
3. should everyone (OR they) drive carefully?
4. can an air bag (OR it) hurt small children (OR them)?
5. (things) does Halina (OR she) have to buy for Anna (OR her)?
6. can Anna (OR she) sit?
7. should I get a new car seat for my daughter (OR her)?
8. do I have to pay for this car seat (OR it)?

EXERCISE 12 pages 110–111

Time: 10–15 min.

Answers:

1. Where should we sit?
2. Which website should I check?
3. Where can she buy a good one?
4. What kind of car seat does Halina have to buy for her?
5. How much should I spend?
6. Why do they have to sit in car seats?
7. When should I buy a new one?
8. Why do they have to drive with an adult?

5.6 *Can, Should,* and *Have To* — Subject Questions page 112

Time: 5–10 min.

1. Have students look at grammar chart **5.6**. Review the first part of the chart. Elicit word order and ask a volunteer to write the formula on the board (QW + *can* or *should* [+ rest of the sentence]). Remind students that the main verb is in the base form. Explain that subject questions ask about the subject of a sentence, and show them the corresponding subject in each short answer (The air bag, Three, Dorota).
2. Direct students' attention to the second part of the chart. Elicit the meaning of *have to* (necessity). Go over the question word order and write the formula on the board: QW + *do/does* + subject + *have to* + verb + complement. Explain again that subject questions ask about the subject of a sentence. Ask them what the corresponding subjects are in each short answer with *have to* (Dorota, All small children).

EXERCISE 13 pages 112–113

Time: 10–15 min.

Possible answers:

1. Who has to buy a car seat?
2. What should Amy use?
3. Which gas station can give us the best price for gas?
4. Which children should sit in the back seat?/Who should sit in the back seat?
5. How many people have to travel today?
6. What can hurt children in a car?
7. Which drivers have to drive with an adult at night?/ Who has to drive with an adult at night?
8. Who should buy some water?
9. Which car seat is very popular?
10. Who has to wear a seat belt?

EXERCISE 14 page 113 5.8

Time: 10–15 min.

Answers: 1. Do you have to use; **2.** Can you put; **3.** I have to take; **4.** We can stop; **5.** Ed should learn; **6.** When does he have to take; **7.** He should practice; **8.** he can learn a lot

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SUMMARY OF UNIT 5

Time: 20–30 min.

CAN, SHOULD, HAVE TO—AFFIRMATIVE AND NEGATIVE STATEMENTS

Have students write sentences with *can, should, have to* and *don't have to* about another class they are currently taking or have taken in the past. (e.g., *You don't have to use a computer. You can use your phone. You have to read before class. You should speak in class.*) Then have students compare their sentences in pairs. Monitor pair work. Give help as needed. Ask for volunteers to share about their partner's class. Remind them to use *has to/doesn't have to* when they refer to their partner.

If necessary, review:

5.1 Modal: *Can*—Affirmative and Negative (page 98)

5.2 Modal: *Should*—Affirmative and Negative (page 99)

5.3 *Have To*—Affirmative and Negative (page 100)

CAN AND *SHOULD*—QUESTIONS

Review *yes/no* and *wh-* question order for *can* and *should*. Have students write each kind of question, using both modal verbs, to find out about the hometown of their partner. (e.g., *Can you see the ocean there? Where can I buy gifts? Should I take a taxi? When should I visit?*) Have pairs ask and answer their questions.

If necessary, review:

5.4 *Can, Should,* and *Have To*—*Yes/No* Questions (pages 106–107)

5.5 *Can, Should,* and *Have To*—*Wh-* Questions (page 109)

5.6 *Can, Should,* and *Have To*—Subject Questions (page 112)

HAVE TO—QUESTIONS

Review *yes/no* and *wh-* question order for *have to*. Write the following answers on the board and have students work in pairs to write possible questions that correspond to them.

1. *Yes, she does.*
2. *(I have to get to work) at 9:00am.*
3. *No, we don't.*
4. *(We have to pay) $20. per person*
5. *Yes, you do.*
6. *(He has to park) in the garage.*

If necessary, review:

5.4 *Can, Should,* and *Have To*—*Yes/No* Questions (pages 106–107)

5.5 *Can, Should,* and *Have To*—*Wh-* Questions (page 109)

5.6 *Can, Should,* and *Have To*—Subject Questions (page 112)

REVIEW

Time: 15–20 min.

A.

1. have to
2. Why do you have to
3. should I
4. you can
5. you should
6. should I
7. Do I have to
8. You can't
9. can it
10. can

B.

1. What should I know
2. You have to have
3. Where can I get
4. Should I go
5. You can't/cannot get
6. Why do I have to take
7. you have to practice
8. I can help
9. Can we start
10. you have to take
11. you have to get/you can get

FROM GRAMMAR TO WRITING

PART 1 EDITING ADVICE

Time: 10–15 min.

PART 2 EDITING PRACTICE

Time: 10–15 min.

Answers: 1. do we have to study; **2.** C; **3.** can I drive; **4.** can have; **5.** have to have; **6.** do we have to practice; **7.** you should practice; **8.** can we do; **9.** C; **10.** has to go; **11.** Does the adult have to; **12.** C; **13.** C

PART 3 WRITE

Time: 15–20 min.

Have students read the direction line. Look at Picture A as a class and read the example answer aloud. Elicit additional sentences about Picture A. Then have students complete the activity individually. Collect for assessment.

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Possible Answers:

Picture A:
The baby can't sit on the mother's lap.
The baby has to be in an infant seat.
The adults should fasten their seat belts.

Picture B:
The child has to sit in the back.
The child can't sit in the front.

Picture C:
The young driver can't drive alone at night without an adult.
The young drivers have to have an adult in the car at night.
The young adults should go home.

Picture D:
She should not drive and talk on her cell phone.
She should put both hands on the steering wheel.

PART 4 LEARNER'S LOG

Time: 15–20 min.

1. Have students close their books. Ask: *What have we learned about in this unit?* Elicit ideas and write the topics that students will write about on the board. (*rules about children's car seats, things you can do at a gas station, what you need for a driver's license*)
2. Have students open their books, read the directions, and complete the Learner's Log.
3. Have students compare logs in pairs.

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6 SCHOOL

GRAMMAR CHARTS

6.1 Modal: *Must*—Affirmative and Negative Statements (page 121)
6.2 *Must* and *Have To* (page 123)
6.3 *Must Not* and *Don't Have To* (page 124)
6.4 Count and Noncount Nouns (pages 127–128)
6.5 Quantity Expressions with Noncount Nouns (page 129)
6.6 *A Lot Of/Much/A Little* with Noncount Nouns (page 131)
6.7 *Some/Any* with Noncount Nouns (page 132)
6.8 *Some* vs. *Any* (page 134)
6.9 *A Lot Of* and *Many* vs. *Much* (page 136)
6.10 *A Few* vs. *A Little* (page 137)
6.11 *How Many* vs. *How Much* (page 138)

UNIT OPENER

Have students look at the photo and read the caption. Ask: *What do you see in the picture?* (Children in a forest looking at things, touching things, and writing notes.) Read the quote and rephrase it if necessary. Ask: *Do you agree with the quote? Why or why not?* For more discussion questions, open the activity on the Classroom Presentation Tool.

CONTEXT NOTE

For children, beginning school is the start of a long journey. Many students will remember their first day and all the hard work, hope, and discipline that followed to get them where they are today. There are many conflicting theories on how to educate children, but most agree that school is where children must be fed in mind, body, and spirit to be prepared to meet the future. Most schools in the United States bring students on field trips, where they have opportunities to see and touch things that they are learning about in the classroom. Common field trip destinations include museums, aquariums, historical sites, farms, and other natural places.

ABOUT THE QUOTE

Dan Valentine was a humor columnist and essayist whose writing was used by famed American comedians such as Johnny Carson. Valentine's best-known writing centered on his young children as they were starting school. He died in 1991.

BEFORE YOU READ page 120

Time: 5 min.

Answers will vary.

READING 1 6.1

School Lunch Programs page 120

Time: 10–15 min.

1. Have students look briefly at the reading and photo on page 120. Ask: *What is the reading about?* Have students make predictions.
2. Have students discuss their answers to the Before You Read questions in pairs or small groups. Have them share their answers with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *How many children participate in the National School Lunch program?* (30 million) *Do schools in your country sell lunch to students?*
4. Play the audio and have students read along silently.

COMPREHENSION page 120

Time: 5–10 min.

Answers will vary.
Answers: 1. T; **2.** F; **3.** F

WORDS TO KNOW page 121 6.2

Time: 10–15 min.

1. Use props or a visual to demonstrate the meaning of *fat*. Display a bottle of cooking oil, a stick of butter, or a picture of these items, and indicate the fat content.

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2. Try word-part analysis to help students grasp *income*. Write on the board: *in* + *come*. Say: *Income is money that comes in to you*.
3. Demonstrate the meaning of *serve* by pretending to serve students as if they are at a restaurant.
4. When possible, point to pictures in the book that illustrate the new vocabulary items, such as the image of school lunch on page 120 for *balanced*.

SKILL PRACTICE: SPEAKING

1. Work as a class. Have some students draw pictures of vocabulary terms as others guess and call out the terms.
2. As an alternative, divide the class into teams. Have students on each team take turns drawing or role-playing a term as team members try to guess it.

LISTEN page 121 6.3

Time: 10–15 min.

Answers: 1. True; **2.** False; **3.** True; **4.** False; **5.** False; **6.** True; **7.** False; **8.** True

CONTEXT NOTE

According to the U.S. Department of Agriculture (USDA), the average cost of food for a family of four was about $146 to $289 a week.

The U.S. government recommends dietary and exercise guidelines for children and adults. For example, the USDA recommends that an 8-year-old female with less than 30 minutes of exercise should have about 1,400 calories per day made up of 5 ounces of grains, 1.5 cups of vegetables, 1.5 cups of fruit, 2 cups of milk, and 4 ounces of protein.

Online search terms: menu elementary school cafeteria [city/town], food pyramid, food groups, chart US family food budget, photos school lunches around the world

6.1 Modal: *Must*—Affirmative and Negative Statements page 121

Time: 10–15 min.

1. Have students cover the Explanation column in grammar chart **6.1** and look at the examples. Ask: *Is it okay for schools not to serve milk?* (no) *Can parents telephone the school and get free lunches for their kids?* (no) *Can school lunches have a lot of fat?* (no)
2. Ask: *What can you observe about the uses of* must*?* Write students' responses on the board. Review the explanations with the class. Compare students' predictions with the explanations in the chart.
3. Make sure students note the use of the base form after the modal verb. Drill a few examples with different subjects. (e.g., *I must fill out an application. She must fill out an application. Parents must fill out an application.*)

SKILL PRACTICE: WRITING AND SPEAKING

Ask: *What rules do we have in our class?* Brainstorm a list of rules for the class on the board using *must*.

EXERCISE 1 page 122

Time: 5–10 min.

Answers: 1. pay; **2.** serve; **3.** fill out; **4.** sign; **5.** tell; **6.** be

EXERCISE 2 pages 122–123

Time: 5–10 min.

Answers:

1. You must print your answers.
2. You must not use a pencil.
3. You must fill out the application.
4. You must sign your name.
5. You must not print your name in Part 3.
6. You must not write in the last box.
7. You must write your monthly income.
8. You must not use a red pen.
9. You must not give false information.
10. You must write your Social Security number.

SKILL PRACTICE: WRITING

Find or create a simple application to give students (e.g., for a tutoring program or a free book program). Have students create a list of instructions for filling it out using *must* and *must not*.

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6.2 *Must* and *Have To* page 123

Time: 10–15 min.

1. Have students cover grammar chart **6.2**. Ask: *Which is stronger*: must *or* have to*?* (*must*) Write the following sentences on the board. Have students decide whether to use *must* or *have to*. Explain that while both are possible, one might be more appropriate than the other.
   a. *I _____ call my grandmother this week. It's her birthday.* (have to)
   b. *U.S. citizens _____ pay their income taxes by April 15.* (must)
2. Have students review the examples and explanations in the grammar chart. Be sure that students understand *personal necessity* (what is necessary for an individual).
3. To help clarify the difference in use between *must* and *have to*, say: Must *is formal and strong.* Have to *is firm but relaxed.* Demonstrate the frequent difference in tone between *must* and *have to* commands. Read each sentence in chart **6.2** using rigid formal tone for *must* commands and relaxed but firm tones for *have to*. Ask students if they can hear the difference. Have them repeat the sentences.
4. Direct students' attention to the Grammar in Use box. Elicit or provide a few more examples.

SKILL PRACTICE: WRITING AND SPEAKING

Have students create three statements with *have to* that are true for them (e.g., *I have to cook dinner every night.* OR *I have to cook dinner tonight.*). Next, have them create three statements with *must* that are true for their native countries (e.g., *In Colombia, we must drive with our headlights on.*). Have students share their statements in small groups.

EXERCISE 3 page 124

Time: 5–10 min.

Possible answers: 1. must apply; **2.** must follow; **3.** must sign/must provide/must state; **4.** must provide/must include/must state; **5.** must include; **6.** must give/must serve

ABOUT YOU page 124

Time: 5–10 min.

Answers will vary.

6.3 *Must Not* and *Don't Have To* page 124

Time: 10–15 min.

1. Have students cover up the explanation column in grammar chart **6.3** and read the examples. Ask: *Which examples show a rule, and which show that something is not necessary?* (The examples with *must not* show a rule; the ones with *don't have to* show that something is not necessary.)
2. Have students confirm their observations by reading the explanations in the chart. Remind students that with singular subjects and *he, she,* and *it,* the auxiliary changes to *doesn't have to*.

EXERCISE 4 page 125

Time: 5–10 min.

Answers: 1. must not; **2.** don't have to/do not have to; **3.** don't have to/do not have to; **4.** doesn't have to/does not have to; **5.** must not; **6.** don't have to/do not have to; **7.** doesn't have to/does not have to; **8.** must not; **9.** must not; **10.** must not

ABOUT YOU page 125

Time: 5–10 min.

Answers will vary.

ABOUT YOU page 125

Time: 5–10 min.

Answers will vary.

BEFORE YOU READ page 126

Time: 5 min.

Answers will vary.

READING 2 6.4

Favorite Foods for School Lunches page 126

Time: 10–15 min.

1. Have students look briefly at the reading and illustration on page 126. Ask: *What are the kids doing?* (eating lunch) *What do you think the reading is about?* Have students make predictions.
2. Ask: *Is a candy bar a healthy choice for lunch?* Have students discuss their answers to this and the Before

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You Read questions in pairs. Ask several students to share their answers with the class.

3. Go over the "Did you know?" note. To confirm comprehension, ask: *What do the U.S. nutrition standards limit in foods and drinks sold at schools?* (calories, sodium, fat, and sugar) *Do the governments in your countries set nutrition standards for school lunches?*
4. Play the audio and have students read along silently.

COMPREHENSION page 126

Time: 5–10 min.

Answers: 1. F; **2.** T; **3.** T

WORDS TO KNOW page 127 6.5

Time: 10–15 min.

1. Use pantomime to demonstrate *favorite*: Display three items (e.g., different types of pens). Point to two of them individually and say: *I like this.* Pick the third up and say: *But this is my favorite. I really like it.*
2. Create additional sentences to clarify *unfortunately*: *Unfortunately, I failed the test. Unfortunately, we can't go to the movie.*
3. Use visuals to illustrate *lunch box, brown bag, bunch of*, and *option*. For *bunch of*, explain that *bunch of* means "group of." For *option*, use three or four photos or magazine ads for common choices people make (e.g., vacation spots, dinner items, cars). Say, for example: *I want to buy a car. Which option should I choose?*

SKILL PRACTICE: READING AND SPEAKING

Have students work in pairs. Have one student read the sentences in the Words to Know chart, saying "blank" instead of the vocabulary words. He or she should read the sentences out of order. The other student guesses which vocabulary words go in the blanks

LISTEN page 127 6.6

Time: 10–15 min.

Answers: 1. False; **2.** False; **3.** True; **4.** True; **5.** False; **6.** True; **7.** True; **8.** False

CONTEXT NOTE

According to the CDC (Centers for Disease Control and Prevention), healthy lifestyle habits, including healthy eating and physical activity, can lower the risk of children becoming obese and developing related diseases. Schools play a key role by supporting healthy behaviors.

Online search terms: kids' favorite meals; advertisements for snacks; healthy kids' lunch options

6.4 Count and Noncount Nouns

pages 127–128

Time: 10–15 min.

1. Have students cover up grammar chart **6.4**. List on the board: *apple, child, milk*. Ask: *Which nouns can you count?* (apple, child) *Which can you not count?* (milk)
2. Have students look at the grammar chart. Elicit the forms of count nouns (singular, plural) and noncount nouns (singular only, no plural). Ask: *Why do noncount nouns not have a plural form?* Elicit or explain that noncount nouns represent one whole group of things.
3. Direct students' attention to the Notes. Provide some examples of fruit and food in the singular vs. plural forms (e.g., *I like fruit. My favorite fruits are apples, strawberries, and grapes. I like to try new food. I like to try foods from different countries.*). Review the common noncount nouns.
4. Go over the Grammar in Use box on page 128. Have students look at the sample definition of *money* and determine if it is count or noncount. (noncount)

ABOUT YOU page 128

Time: 5–10 min.

Answers will vary.

ABOUT YOU page 128

Time: 5–10 min.

Answers will vary.

SKILL PRACTICE: SPEAKING

Have pairs ask and answer questions from the About You exercises. Tell partners to begin their questions with *How often do you . . . ?* Then do a class survey. What are the most popular foods?

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6.5 Quantity Expressions with Noncount Nouns page 129

Time: 10–15 min.

1. Have students cover grammar chart **6.5**. Ask: *Do you drink a lot of coffee? How much coffee do you drink?* Elicit the idea of *cups of coffee* and take a quick poll to see how many *cups of coffee* students drink per day. Say: *Cups* is a quantity expression. Ask: *What is a quantity expression?* (It tells the *quantity* of something, or the number or amount.)
2. To activate students' prior knowledge, ask: *Why are quantity expressions needed with noncount nouns?* (because noncount nouns do not have a plural form)
3. Carefully go over each quantity expression in the chart. Point to the photo as you say the expressions.
4. Check comprehension. Have students close their books. Write on the board: *oil, water, corn, beans, peanut butter,* and *bread.* Have students call out the appropriate quantity expressions and write them on the board.

SKILL PRACTICE: WRITING

Print names of foods on index cards. Hold up a card and ask students to write the quantity expression that goes with the food. Ask volunteers to share their answers.

EXERCISE 5 page 129 6.7

Time: 5–10 min.

Answers: 1. candy; **2.** fruit; **3.** jar; **4.** can; **5.** milk

EXERCISE 6 page 130 6.8

Time: 5–10 min.

Answers: 1. loaf; **2.** slices; **3.** can; **4.** jar; **5.** tablespoons; **6.** slice; **7.** can; **8.** glass; **9.** piece; **10.** bunch

SKILL PRACTICE: SPEAKING

Have students use Exercise 6 as a model to tell a partner how to make a different kind of sandwich.

ABOUT YOU page 130

Time: 5–10 min.

Answers will vary.

6.6 *A Lot Of/Much/A Little* with Noncount Nouns page 131

Time: 5–10 min.

1. Have students look at grammar chart **6.6**. Say: *We use* much*,* a lot*, and* a little *for general amounts.*
2. Review the examples and explanations. Point out that the negative example *I don't drink a lot of milk/I don't drink much milk* means the same as *I drink a little milk.*
3. Direct students' attention to the Grammar in Use box. Create additional examples, such as: *Do you use much salt on your food?* Note that when talking about drinks, such as tea and coffee, the verb *take* is used (e.g., *Do you take sugar in your coffee? Do you take lemon in your tea?*).

ABOUT YOU page 131

Time: 5–10 min.

Answers will vary.

SKILL PRACTICE: SPEAKING

Do a class survey of students' favorite and least favorite foods. Ask: *What do you eat a lot of? What do you eat a little of?* Write the results on the board.

EXERCISE 7 page 131

Time: 5–10 min.

Answers: 1. a little oil; **2. a**. a little milk, **b.** a little sugar/**a.** a little sugar, **b.** a little milk; **3.** a little meat; **4.** a little butter; **5.** a little salt; **6.** a little popcorn

6.7 *Some/Any* with Noncount Nouns page 132

Time: 5–10 min.

1. Have students cover the explanations in grammar chart **6.7** and look at the examples. Ask: *Which word do we use in affirmatives?* (some) *Which do we use in negatives?* (any) *Can I use both in questions?* (yes)
2. Have students review the explanations and examples. To check comprehension, write the following sentences on the board:

   Do you have some popcorn?
   I have any popcorn.
   No, I don't have some coffee.

   Have students say which sentences are incorrect and why.

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3. Go over the Grammar in Use note. To elicit examples of usage from the class, list count and noncount foods on the board, such as *potato chips*, *sandwiches*, and *candy*. Prompt students with the question: *Do you have any [chips] at home?* Have a student answer using *any* or *some*. Then have a second student ask him or her an additional question (e.g., *Do you have any candy bars?*).

EXERCISE 8 page 132

Time: 5–10 min.

Answers: 1. some; **2.** any; **3.** any; **4.** some/any; **5.** some; **6.** some**; 7.** any/some; **8.** any; **9.** any; **10.** some

SKILL PRACTICE: SPEAKING

Have students work in pairs to discuss what food they have at home. Write the following sentences on the board for completion:

I don't have any ___.
I don't have much ___.
I have a little ___.
I have a few ___.
I have a lot of ___.

Ask several students to share their inventories with the class.

BEFORE YOU READ page 133

Time: 5 min.

Answers will vary.

READING 3 6.9

School Supplies page 133

Time: 10–15 min.

1. Have students look briefly at the reading and illustration on page 133. Ask: *What is the reading about?* Have students make predictions.
2. Ask: *What supplies do you need for school?* Elicit students' responses. Then have students discuss their answers to the Before You Read questions in small groups. Ask several students to share their answers with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *If a family has two children, about how much will they spend on school supplies in a year?* (\$244) *In your country, what kind of school supplies do children's families need to buy?*

COMPREHENSION page 134

Time: 5–10 min.

Answers: 1. F; **2.** T; **3.** F.

WORDS TO KNOW page 134 6.10

Time: 10–15 min.

1. Create additional example sentences to reinforce the meaning of *uniform* and *return*. For *uniform*, say: *I don't like uniforms. I don't want to wear the same clothing every day.* For *return*, say: *We return books to the library. We give the books back to the library.*
2. Use visuals and realia when appropriate. For example, for *note*, write a quick note on a piece of paper and hand it to a student. Say: *I wrote a note to [student's name].*
3. Remember to point to pictures in the book that illustrate new vocabulary items, such as *school supplies*.
4. Have students underline an example of each vocabulary item in the reading.

SKILL PRACTICE: SPEAKING

Have students practice the conversation in pairs. Ask volunteers to role-play the conversation in front of the class.

LISTEN page 134 6.11

Time: 10–15 min.

Answers: 1. True; **2.** True; **3.** True; **4.** False; **5.** False; **6.** False; **7.** True; **8.** False

CONTEXT NOTE

According to the National Retail Federation, parents spend on average \$117 per child on school supplies, \$136 on shoes, \$240 on clothing, and more than \$200 on electronics. Other expenses include backpacks, musical instrument rental, and fees for field trips, sports, and other activities. This can all add up to a total of \$1,017 per elementary school child, \$1,277 per middle school child, and \$1,668 per high school child, according to a study done by Huntington Bank together with Communities in Schools.

Online search terms: school supply sales; school supply lists; photos school uniforms; photos school supplies

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6.8 *Some* vs. *Any* page 134

Time: 5–10 min.

1. Have students look at grammar chart **6.8**. Write the following examples on the board and have students say if they are correct or incorrect and why.

   I have any homework. (Incorrect; we use some in affirmative sentences.)

   I don't have some pencils. (Incorrect; we use any in negative sentences.)
2. Point out the Note. Review the quantity expressions for *homework, information,* and *advice.*

SKILL PRACTICE: SPEAKING

Say and write on the board these examples of uses of quantity expressions with *homework, information,* and *advice: I have to do three homework assignments tonight. Oh, that's an interesting piece of information! Can I give you a piece of advice?* Have partners create a mini-dialog around each example. Ask several pairs to perform a dialog for the class.

EXERCISE 9 page 135

Time: 10–15 min.

Answers: 1. some; **2.** any/some; **3.** some; **4.** any; **5.** some; **6.** any; **7.** any/some; **8.** some; **9.** some; **10.** any/some

ABOUT YOU pages 135–136

Time: 10–15 min.

Answers will vary.

SKILL PRACTICE: SPEAKING

Have students practice asking and answering the questions in the About You exercise in pairs. Monitor pair work. Give help as needed.

6.9 *A Lot Of* and *Many* vs. *Much* page 136

Time: 5–10 min.

1. Have students cover grammar chart **6.9**. In one column on the board, list *a lot of*, *many*, and *much*; in another column, list *a) erasers, b) folders, c) paper*. Ask volunteers to match the quantity expressions with the nouns and explain that some quantity expressions can go with more than one noun (*a lot of*: a, b, c; *many*: a, b; *much*: c). Then have students review the chart.
2. Check comprehension. Have students cover the chart. Write on the board: *sugar, crayons, folder, paper, papers, notebooks, information*. Have students call out example sentences for each noun and write them on the board. Make corrections and discuss errors as a class.

EXERCISE 10 page 136

Time: 10–15 min.

Answers: 1. a. a lot of, **b.** many/a lot of; **2. a.** a lot of, **b.** much; **3. a.** a lot of, **b.** many; **4.** Many; **5.** a lot of; **6.** a lot of; **7. a.** a lot of, **b.** much; **8.** Many/A lot of

6.10 *A Few* vs. *A Little* page 137

Time: 5–10 min.

1. Have students cover grammar chart **6.10**. Write example sentences on the board such as: *I have a few dollars. I have a little time.* Have students use the sentences to discover the rules for the two quantity expressions. Ask: *Which expression do we use with count nouns? Which do we use with noncount nouns?*
2. Have students check their observations in the chart. Point out that *a few* is a general amount that means not many but at least three. Say: *Use* a few *with count nouns. Use* a little *with noncount nouns.*
3. Ask: *What word starts both of these quantity expressions?* (the article, *a*) Go over the Grammar in Use box.

EXERCISE 11 page 137

Time: 10–15 min.

Answers: 1. a little; **2.** a little; **3.** a few; **4.** a few; **5.** a little; **6.** a few; **7.** a little; **8.** a few

ABOUT YOU page 137

Time: 10–15 min.

Answers will vary.

SKILL PRACTICE: SPEAKING

Have students make questions about the statements in the About You exercise (e.g., for *I have a few good friends: Do you have any friends?*). Then have students work in pairs and have partners ask and answer questions.

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6.11 *How Many* vs. *How Much*

page 138

Time: 5–10 min.

1. Have students cover the explanations in grammar chart **6.11** and look at the examples. Ask: *Which expression do we use with count nouns? Which do we use with noncount nouns? Which do we use when asking about money?* Have students check their observations in the chart.
2. Review the examples and explanations. Check comprehension by asking questions such as: *Is this sentence correct: How many does this book cost?* (no) *Why?* (because you use *how much* to ask about cost)
3. Display several objects not listed in the chart (e.g., glass, pen, cup, sugar, folders). Check comprehension by having students ask a *how many/how much* question about each object. Use visuals or realia to include more items (e.g., ice cream, bananas, meat).

ABOUT YOU page 138

Time: 10–15 min.

Answers will vary.

ABOUT YOU page 138

Time: 10–15 min.

Answers to the questions will vary. 1. a. How many; **2. a.** How many; **3. a.** How much; **4. a.** How much; **5. a.** How many; **6. a.** How many; **7. a.** How much; **8. a.** How much

SKILL PRACTICE: SPEAKING

Have students practice asking and answering the questions in the About You exercise in pairs. Monitor pair work. Give help as needed.

EXERCISE 12 page 139 6.12

Time: 10–15 min.

Answers: 1. a few; **2.** a little; **3.** any; **4.** a little; **5.** much; **6.** a lot of; **7.** many; **8.** How much; **9.** much; **10.** a lot of; **11.** a lot of; **12.** How many

SKILL PRACTICE: SPEAKING

Have students practice the conversation in Exercise 12 in pairs. Ask volunteers to role-play the conversation in front of the class.

FUN WITH GRAMMAR page 139

Time: 10–15 min.

Answers will vary.

SUMMARY OF UNIT 6

Time: 20–30 min.

MUST AND *HAVE TO*

Have students write sentences about themselves and their countries using each of the three categories. One sentence should contain false information. Have students share their sentences in pairs or groups of three and guess which sentence has false information.

If necessary, review:

6.1 Modal: *Must*—Affirmative and Negative Statements (page 121)

6.2 *Must* and *Have To* (page 123)

6.3 *Must Not* and *Don't Have To* (page 124)

QUANTITY EXPRESSIONS WITH NONCOUNT NOUNS

Write a matching exercise on the board. Elicit from students ten to fifteen noncount foods and drinks and write them on the board. Write a blank in front of each item. Then list in a separate column the following quantity expressions.

a carton
a glass
a bottle
a jar
a loaf
a piece
a head
a can
a tablespoon
a slice

Have students work in pairs. Ask them to match a quantity expression with a food or drink and then make a sentence. Have volunteers share their answers on the board. Note that there may be multiple correct answers.

If necessary, review:

6.4 Count and Noncount Nouns (pages 127–128)

6.5 Quantity Expressions with Noncount Nouns (page 129)

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QUANTIFIERS

Make a list of count and noncount nouns on the board as a class. If students have trouble coming up with nouns, give them topics (e.g., travel or sports for count nouns; food for noncount nouns). Then have pairs make a sentence for each expression in the chart, using an appropriate count or noncount noun from the board.

If necessary, review:

6.4 Count and Noncount Nouns (pages 127–128)
6.6 *A Lot Of/Much/A Little* with Noncount Nouns (page 131)
6.7 *Some/Any* with Noncount Nouns (page 132)
6.8 *Some* vs. *Any* (page 134)
6.9 *A Lot Of* and *Many* vs. *Much* (page 136)
6.10 *A Few* vs. *A Little* (page 137)
6.11 *How Many* vs. *How Much* (page 138)

REVIEW

Time: 15–20 min.

A. 1. a lot of; **2.** have to; **3.** some; **4.** a little; **5.** don't have to; **6.** some; **7.** How many; **8.** some; **9.** a few; **10.** a lot of; **11.** have to; **12.** must; **13.** must not; **14.** How much; **15.** much; **B. 1.** a carton of; **2.** a jar of; **3.** a lot of; **4.** some; **5.** cans of; **6.** a loaf of; **7.** any; **8.** a bottle of

FROM GRAMMAR TO WRITING

PART 1 EDITING ADVICE

Time: 10–15 min.

PART 2 EDITING PRACTICE

Time: 10–15 min.

Answers: 1. a few; **2.** C; **3.** any; **4.** a glass of water; **5.** Ø; **6.** C; **7.** C; **8.** a lot of; **9.** a lot of; **10.** C; **11.** C; **12.** Ø; **13.** must/have to; **14.** C; **15.** advice

PART 3 WRITE

Time: 30–40 min.

1. **Answers will vary.**
2. **Possible answers:**

I buy **a lot of** healthy food for my family. And I try to be a good example for my family. Here are **a few** examples. I drink **a glass of** water before each meal. Then I'm not so hungry. I don't drink **any** soda. Sometimes I drink **a cup of** tea after a meal. I have **some** cereal or eggs for breakfast. I have salad with **a bowl of** soup for lunch. I eat **a piece of** fruit every day, too. I don't eat **much** red meat. I try to eat **a little** fish or chicken every week. I also try to eat **a can of** beans for protein. I always eat **a lot of** vegetables with dinner. **A few** friends ask me about food for their kids. I always give them **a piece of** advice: "A parent has to be a good example."

PART 4 LEARNER'S LOG

Time: 15–20 min.

1. Have students close their books. Ask: *What have we learned about in this unit?* Elicit ideas and write the topics that students will write about on the board. (rules for school lunch programs, foods in school lunch programs, healthy foods, school supplies)
2. Have students open their books, read the directions, and complete the Learner's Log.
3. Have students compare logs in pairs.

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UNIT

7 SHOPPING

GRAMMAR CHARTS

7.1 Time Expressions with Prepositions (page 147)
7.2 Time Expressions without Prepositions (pages 148–149)
7.3 Prepositions of Place (page 150)
7.4 Prepositions in Common Expressions (page 151)
7.5 *There Is* and *There Are*—Affirmative Statements (page 155)
7.6 *There Is* and *There Are*—Negative Statements (pages 156–157)
7.7 Quantity Words (page 158)
7.8 *There Is* and *There Are*—*Yes/No* Questions (page 162)
7.9 *There Is* and *There Are*—*Wh-* Questions (page 164)

UNIT OPENER

Have students look at the photo as you read the caption. Ask: *Where is this?* (a market in Seattle) *What do you see in the picture?* (a market with fish and seafood, a man throwing a fish) Read the quote and rephrase it if necessary. Ask: *Do you agree with the quote? Why or why not?* For more discussion questions, open the activity on the Classroom Presentation Tool.

CONTEXT NOTE

Americans shop for food in large supermarkets, small grocery stores, various kinds of convenience stores, and even online. But shopping directly at a meat, fish, or farmer's market often brings fresher food at lower prices, and those that have this option usually prefer it.

Pike Place Market in Seattle, Washington, opened in August 1907 and has been crowded with shoppers ever since. In 1906–1907, high prices for produce in grocery stores caused problems for both local farmers and the public. The market began as a place for local farmers to sell their produce directly to the public. Today, it is still known as a trusted center for fresh produce grown by local farmers.

ABOUT THE QUOTE

Dr. Larry McCleary is a neurosurgeon, author, and proponent of nutritional medicine. His book, *Feed Your Brain, Lose Your Belly,* supports the theory that diet can affect brain health and should be based on natural, nutrient-rich foods.

BEFORE YOU READ page 146

Time: 5 min.

Answers will vary.

READING 1 7.1

Buying Necessary Things page 146

Time: 10–15 min.

1. Have students look briefly at the reading on page 146. Have them scan the reading for items Rick is supposed to buy and places he is supposed to go. Ask: *What is the reading about? How do you know?* Have students make predictions.
2. Have students discuss their answers to the Before You Read questions in pairs or small groups. Have them share their answers with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *Are things usually more expensive at a convenience store?* (yes) *Why?* (because it is open when other stores are closed) *Does the town or city you are from have stores that are open 24/7? What kind of stores are open 24/7?*
4. Play the audio and have students read along silently.

COMPREHENSION page 146

Time: 5–10 min.

Answers: 1. T; **2.** F; **3.** F

WORDS TO KNOW page 147 7.2

Time: 10–15 min.

1. Use pantomime to clarify the meaning of *wake up* and *headache.*
2. Create additional sentences and/or use visuals and props to further define *still, aspirin,* and *corner.* For *still*, draw three simple pictures of Rick in his car

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with three different times underneath (e.g., 10:15, 10:30, 10:45). Point to 10:30 and 10:45 and say: *He is still in his car.* Then say: Still *means no change, or not different.* For *aspirin,* bring in a bottle of aspirin or ibuprofen. Note to students that many people use *aspirin* as a general term for any type of nonprescription painkiller. For *corner*, draw a map of a local business on the corner of two well-known streets. Say: *[Business name] is on the* corner *of [street name] and [street name].*

SKILL PRACTICE: SPEAKING

Brainstorm other items people need late at night and write them on the board. Have students work in small groups to create a conversation based on the reading, using different items. Ask volunteers to role-play the conversation in front of the class.

LISTEN page 147 7.3

Time: 10–15 min.

Answers: 1. True; **2.** True; **3.** True; **4.** False; **5.** False; **6.** True; **7.** False; **8.** False; **9.** True

CONTEXT NOTE

In the United States, many people have to shop after work and late at night. Some big stores are open all day and all night. Most convenience stores and some pharmacies are also open 24 hours a day.

Convenience stores provide more services every year. Most now have ATMs and sell money orders. Many have car washes. Some even provide Internet services.

Prices at a convenience store are at least 10 percent more than prices at a supermarket. If an item costs $10 at the supermarket, it will cost $11 or more at a convenience store. The first 24-hour convenience store opened in Las Vegas, Nevada, in 1963.

Online search terms: 24-hour supermarket [city or town]; 24-hour convenience store [city or town]; price comparison pharmacy and convenience store; unusual items sold at convenience stores

7.1 Time Expressions with Prepositions page 147

Time: 5–10 min.

1. Have students close their books. Activate students' prior knowledge of prepositions by asking common questions that require a preposition in the answer, such as: *Where is the pencil?* (on the desk) *What time does class start?* (at 9:00) Ask: *What kinds of words are* on *and* at*?* (prepositions)
2. Have students look at grammar chart **7.1**. Ask: *What are prepositions?* Elicit or say that they are connecting words and can be part of time expressions. Go over the examples. Give an additional example for each expression (e.g., *I exercise in the morning.*).
3. Have students look carefully at the time expressions in the chart. Ask: Can you observe some rules about when to use *in*, *at*, and *on*? (*in*: with general parts of the day, meaning "within this period"; *at*: with a specific time and with *night* or *noon*; *on*: with days of the week)
4. Point out the Note. Say: *A sentence can have more than one time expression.* Go over the examples. Ask: *Why add* "in the morning" *or* "on the weekend"*?* (to give more precise information) Ask volunteers to give additional examples.

SKILL PRACTICE: WRITING

Have students work in pairs to write two complete sentences for each preposition of time (*in, at, after, before, on*). Have them include sentences for *night* and *noon.* Ask volunteers to share their examples.

EXERCISE 1 page 148

Time: 5–10 min.

Answers: 1. at; **2.** on; **3.** in; **4.** on; **5.** in; **6.** at; **7.** at; **8.** after; **9.** in; **10.** before

ABOUT YOU page 148

Time: 10–15 min.

Answers will vary. Questions are:

1. When do you watch TV?
2. When do you drink coffee?
3. When do you relax?

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4. When do you go to sleep?
5. When do you wake up?
6. When do you go shopping?
7. When do you listen to the news? / When do you watch the news?
8. When do you wash your clothes?
9. When do you eat lunch?
10. When do you read blogs?
11. When do you see your friends?
12. When do you do your homework?
13. When do you take an aspirin?
14. When do you work?

SKILL PRACTICE: SPEAKING

Take a survey. Find out how the class answered some of the questions in the About You exercise and write the results on the board (e.g., *In our class, [five] students wake up at 6:00 a.m.*).

7.2 Time Expressions without Prepositions pages 148–149

Time: 5–10 min.

1. Have students cover grammar chart **7.2** and look back at chart **7.1**. Write these sentences on the board: *We shop every day. The store is open all night.* Say: *"every day" and "all day" are time expressions.* Ask: *What is different about these time expressions from the ones in grammar chart 7.1?* (These time expressions don't start with prepositions.)
2. Have students read chart **7.2**.
3. Write examples of incorrect sentences, such as the following, on the board: *The convenience store is open 9:30. I buy chocolate 3:00. The gas station is open 7/24.* Have students say why the sentences are incorrect.
4. Go over the Grammar in Use box. Point out that these are fixed expressions and the order of words doesn't change.

ABOUT YOU page 149

Time: 5–10 min.

Answers will vary.

ABOUT YOU page 149

Time: 5–10 min.

Answers will vary.

SKILL PRACTICE: SPEAKING

Take a survey. Find out how the class answered the questions in the second About You exercise. Write the results on the board.

ABOUT YOU page 149

Time: 5–10 min.

Answers will vary. Questions are:

1. How many days a week do you work?
2. How many hours a day do you talk on the phone?
3. How many hours a day do you spend online?
4. How many times a month do you go to the library?
5. How many hours a night do you sleep?
6. How many times a day do you cook?
7. How many days a week do you shop for food?
8. How many minutes a day do you exercise?

7.3 Prepositions of Place page 150

Time: 5–10 min.

1. Have students close their books. Write some example sentences on the board (e.g., *She is at home. We are in the pharmacy.*). Say: *"At home" and "in the pharmacy" do not tell us about time. What do they tell us about?* (place)
2. Have students look at grammar chart **7.3**. Go over the examples.
3. To help students understand the meanings of *in, near, next to, on, at,* and *to*, use visuals (e.g., a circle with an arrow pointing into it for *in*, a house with a tree beside it for *next* to, a table with a book on it for *on*). Elicit additional example sentences. Clarify that *on* is used for specific locations as well, such as street names (e.g., *It's on Sixth Street*.).
4. Point out and explain the Note. Say: *The prepositions* in *and* at *do not mean the same thing.* In *means that you are inside the building/location.* At *is more general. You could be* in *the store, going* into *the store, or even* in *the parking lot of the store.*

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SKILL PRACTICE: WRITING AND SPEAKING

Have students work in pairs to describe in writing the location of a place classmates know, using each preposition of place in chart **7.3.** Have pairs read aloud their description while classmates guess the place.

EXERCISE 2 page 150 7.4

Time: 5–10 min.

Answers: 1. at; **2.** at; **3.** in; **4.** in; **5.** in; **6.** to; **7.** at; **8.** near; **9.** on; **10.** next to/near; **11.** at; **12.** to

SKILL PRACTICE: SPEAKING

Have students practice the conversation in Exercise 2 in pairs. Ask volunteers to role-play the conversation in front of the class.

7.4 Prepositions in Common Expressions page 151

Time: 5–10 min.

1. Tell students the chart gives a few examples of common expressions with prepositions. Have students look at grammar chart **7.4.** Say: *There are many common expressions with prepositions. You will need to learn them as you go.*
2. Review the examples for each preposition. Give additional examples to further illustrate (e.g., *My daughter is on the phone 24 hours a day.*). Elicit and write on the board additional examples from students using *on sale*, *for* [cost], and *out of*.
3. Go over the Grammar in Use box. Brainstorm some other common expressions with and without *the* (e.g., on the Internet; on the news; on social media; on speed dial).

SKILL PRACTICE: WRITING

Have students work in pairs to write an example for each expression in chart **7.4.** List the expressions on the board: *on the phone*, *on TV*, *on the radio*, *on sale*, *on [your] way*, *for* (price), *out of* (food or thing). Ask volunteers to share their examples.

EXERCISE 3 page 151 7.5

Time: 5–10 min.

Answers: 1. after; **2.** for; **3.** on; **4.** for; **5.** out of; **6.** next to

SKILL PRACTICE: SPEAKING

Have students practice the conversation in Exercise 3 in pairs. Ask volunteers to role-play the conversation in front of the class. Have students work in pairs to create a similar conversation with their own information.

EXERCISE 4 page 152 7.6

Time: 5–10 min.

Answers: 1. on; **2.** in; **3.** at; **4.** After; **5.** in; **6.** to; **7.** at; **8.** after; **9.** on; **10.** at

SKILL PRACTICE: SPEAKING

Have students work in pairs to create a similar conversation with their own information.

FUN WITH GRAMMAR page 152

Time: 10–15 min.

Answers will vary.

BEFORE YOU READ page 153

Time: 5 min.

Answers will vary.

READING 2 7.7

Large Stores and Small Stores

page 153

Time: 10–15 min.

1. Have students look briefly at the reading and illustration on page 153. Have students predict what the reading is about.
2. Ask: *Do you like to shop in big stores?* Have students discuss their answers to the Before You Read questions in small groups. Find out how many students think clerks in big stores are helpful.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *What is something you can get for free at big home supply stores?* (classes on home repair) Explain that Americans often enjoy "do-it-yourself" projects to improve their home because they save

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money and are fun. Ask: *Would you like to learn about home repair?*

4. Play the audio and have students read along silently.

COMPREHENSION page 154

Time: 5–10 min.

Answers: 1. F; **2.** F; **3.** T

WORDS TO KNOW page 154 7.8

Time: 10–15 min.

1. Use visuals, including images from the book, as well as gestures to further illustrate any of the vocabulary words. Or ask students to find images in the book or online (on their phones or laptops) to illustrate the vocabulary words.
2. To check comprehension, have students work in small groups to write definitions for the words to know. Divide the words among the groups. Have the groups read their definitions aloud to the class.

SKILL PRACTICE: SPEAKING

Have students practice the conversations in groups. Ask volunteers to role-play all or part of the conversations in front of the class.

LISTEN page 154 7.9

Time: 10–15 min.

Answers: 1. True; **2.** False; **3.** False; **4.** False; **5.** True; **6.** False; **7.** True; **8.** False

CONTEXT NOTE

Many Americans enjoy "do-it-yourself" projects, taking pride in improving their home. Big home supply stores offer classes in painting, gardening, and installing various items the store sells. Do-it-yourself projects are usually for repair, building, installing, and putting things together, such as a bookcase.

Not all people in the United States want a big superstore in their town. Some people say that big chain stores take businesses away from small stores and city centers, increase traffic, and provide only low-paying jobs. Other people say that these stores offer more choices, have better prices, and provide more jobs than smaller businesses.

Online search terms: pictures DIY home projects; popular DIY home projects; hardware stores [city/town]

7.5 *There Is* and *There Are*— Affirmative Statements page 155

Time: 10–15 min.

1. Have students look at grammar chart **7.5.** Say: There is *and* there are *introduce subjects of sentences. They indicate that something exists.* Demonstrate by pointing out a few objects in the classroom and saying, for example, *There is a desk over there. There are windows in the classroom.*
2. Review the examples in the chart. Elicit the true subject for each sentence, and what is being introduced (e.g., in the first chart: *parking lot, elevator, clerk*).
3. Point out the Notes. Have students close their books. Write on the board: *There're six oranges. There are six oranges. There's a dog. Theres' a dog.* Ask which sentences are correct and why.

SKILL PRACTICE: SPEAKING

1. Have students tell a partner what's in his or her apartment or house. Say and write the following examples on the board as a model: *There are three bedrooms. There's a big kitchen.*
2. Have students draw a simple map of their neighborhood and tell a partner what's in it (e.g., *There are three coffee shops. There is a school.*).

EXERCISE 5 page 155

Time: 5–10 min.

Answers: 1. There are; **2.** There's; **3.** There are; **4.** There are; **5.** There are; **6.** There's; **7.** There's; **8.** There's

EXERCISE 6 page 156 7.10

Time: 5–10 min.

Answers: 1. There's; **2.** There are; **3.** there's; **4.** There's; **5.** there's; **6.** There's; **7.** there are; **8.** There are

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7.6 *There Is* and *There Are*— Negative Statements

pages 156–157

Time: 10–15 min.

1. Have students look at grammar chart **7.6**. Ask: *How do you form the negative with there is/there are*? (with *no* and *any*)
2. To help clarify the uses of *no* and *any*, be sure students understand that *no* is used in an "affirmative" negative. That is, the sentence appears to be affirmative but states a negative (e.g., *There is no coffee*.).
3. Carefully go over the examples in the chart. Point out the location of the prepositional phrase at the end of the sentences.
4. Go over the Grammar in Use box. Practice this by saying *There isn't/There aren't/There is/There are* in random order and having students complete the expression with *any* or *no* and an appropriate noun.

SKILL PRACTICE: SPEAKING

Have students get into groups and describe to group members what's *not* in their neighborhood (e.g., *There's no bank in my neighborhood.*).

EXERCISE 7 page 157

Time: 5–10 min.

Answers: 1. There aren't any/There are no; **2.** There aren't any/There are no; **3.** There aren't any/There are no; **4.** There's no; **5.** There's no; **6.** There isn't any/There's no

7.7 Quantity Words page 158

Time: 5–10 min.

Have students look at grammar chart **7.7**. Present the quantity words in the examples. Point out that the *x*'s show the quantity or amount. Stress the meaning of *enough* as "what is needed." To check comprehension, ask volunteers to describe the contents of the room using the quantity words in the chart.

ABOUT YOU page 158

Time: 5–10 min.

Answers will vary.

ABOUT YOU page 158

Time: 5–10 min.

Answers will vary.

SKILL PRACTICE: SPEAKING

Have students share their answers to the second About You exercise with a partner. Encourage them to ask each other questions about the places where they live.

EXERCISE 8 page 159 7.11

Time: 5–10 min.

Answers: 1. some; **2.** any; **3.** some; **4.** one; **5.** enough/any; **6.** no; **7.** any; **8.** a lot of

EXERCISE 9 page 160 7.12

Time: 5–10 min.

Answers: 1. There's; **2.** They're; **3.** There's; **4.** They're; **5.** There isn't; **6.** It's; **7.** isn't; **8.** isn't; **9.** It's; **10.** They're

SKILL PRACTICE: SPEAKING

1. Have students practice the conversations in Exercises 8 and 9 in pairs. Ask volunteers to role-play the conversations in front of the class.
2. Have students work in pairs to improvise brief conversations, based on items they need and want. Say: *Ask your partner for something you need or want. Your partner will say if he or she has any and then make a suggestion.* Say and write the following model on the board:
   A: I need lightbulbs. Do you have any?
   B: There aren't any lightbulbs in the closet. Let's go to the store. There's a big hardware store near the mall.

BEFORE YOU READ page 161

Time: 5 min.

Answers will vary.

READING 3 7.13

Smart Shopping page 161

Time: 10–15 min.

1. Have students look briefly at the reading and image on page 161. Ask: *What is the reading about?* Have students make predictions.

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2. Ask: *Is it easy to choose what you need in a store?* Have students discuss the Before You Read questions as a class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *What is heavier—one pound or one kilogram?* (one pound) *How many grams is three ounces?* (85.05) *Are you good at doing math in your head, or do you need a calculator?*
4. Play the audio and have students read along silently.

COMPREHENSION page 161

Time: 5–10 min.

Answers: 1. F; **2.** T; **3.** T

WORDS TO KNOW page 162 7.14

Time: 10–15 min.

1. Be sure students understand the difference between *buy* (v) "to purchase" and *buy* (n) in *a better buy* (a good deal).
2. Provide additional sentences and use gestures to demonstrate the meaning of *difference between*. Say: Difference between *is used to discuss how two things are different.* Hold up two bags from different students and ask: *What's the difference between these two bags?*
3. Use the picture on page 165 to illustrate *ounce*.

SKILL PRACTICE: SPEAKING

Have students practice the conversation in pairs. Ask for volunteers to role-play the conversation in front of the class.

LISTEN page 162 7.15

Time: 10–15 min.

Answers: 1. True; **2.** True; **3.** True; **4.** False; **5.** False; **6.** False; **7.** True; **8.** True

CONTEXT NOTE

Buying items in bulk, at higher quantities, is often cheaper than buying them in smaller quantities. Some stores or sections in stores specialize in buying in bulk. Price tags often have the unit price, which can help customers calculate the price per ounce to see if it is worth buying in bulk or not. While the United States mostly continues to use the English system of measurement, it uses the metric system for some things, such as measuring servings for food items.

Online search terms: advertisements comparing two brands of the same product; conversion chart for kilograms, pounds, ounces; wholesale stores [city/town]

7.8 *There Is* and *There Are*—*Yes/No* Questions page 162

Time: 5–10 min.

1. Have students cover up grammar chart **7.8**. Write the following sentence on the board: *There's a shampoo aisle.* Have students write a *yes/no* question for the statement. (*Is there a shampoo aisle?*) Then have students look at the chart. Say: *To make a question with* there is *and* there are, *reverse the word order.* Review each statement, question, and short answer.
2. Direct students' attention to the Notes. Review the rules. Stress the use of *any*. Have students underline *any* in the chart examples and identify the noncount nouns used with *any* (*sugar*, *cat food*) and plural count noun (*bags of sugar*).

EXERCISE 10 page 163

Time: 10–15 min.

Answers: 1. there are; **2.** there isn't; **3.** there are; **4.** there isn't; **5.** there are; **6.** there is; **7.** there aren't

SKILL PRACTICE: SPEAKING

Have students write questions about the classroom using *there is* and *there are.* Then have them ask and answer the questions with a partner (e.g., *Are there any chairs in this room? Yes, there are.*).

EXERCISE 11 page 163

Time: 10–15 min.

Answers: 1. Is there; **2.** Are there; **3.** Is there; **4.** Is there; **5.** Are there**; 6.** Is there; **7.** Are there

EXERCISE 12 page 163

Time: 10–15 min.

Answers will vary. Questions are:

1. Is there an elevator in this building?
2. Are there any Mexican students in this class?
3. Are there any new words in this lesson?
4. Are there any photos on this page?

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5. Is there a verb chart in your dictionary?
6. Are there any hard exercises in this lesson?
7. Is there a computer lab at this school?
8. Are there any restrooms on this floor?
9. Is there a gym at this school?
10. Is there a library in your town?

7.9 *There Is* and *There Are*—*Wh-* Questions page 164

Time: 5–10 min.

1. Before going over the grammar chart, review *yes/no* and *wh-* questions with the class. Ask: *How do you answer these two kinds of questions?* (*Yes/No* questions can be answered with a simple "yes" or "no." Information questions ask about a piece of information. They have question words asking for time, location, frequency, person, reason, etc.)
2. Have students look at the first part of grammar chart **7.9**. Stress that *how much, how many,* and *why* are common question words with *is there/are there*. Ask: *Where does the question word go?* Elicit the word order formula and write it on the board (Question word + *is/are there* + phrase). Review the examples in the chart.
3. Direct students' attention to the second part of the chart. Have students compare *yes/no* and *wh-* questions with *is there/are there*. Point out the word order for both types of questions. Note that in casual conversation, the short answers to *yes/no* questions are sometimes omitted. Give examples, such as:

   A: Is there any peanut butter?
   B: One jar.

SKILL PRACTICE: SPEAKING

Have students go back to the reading on page 161. Tell students to circle the information questions. Have them underline the *yes/no* questions, and put a wavy line under the short answers (e.g., *Are there any other items on the shopping list? Just two.*). Have students practice the questions in pairs.

EXERCISE 13 page 164

Time: 10–15 min.

Answers:

1. kinds of shampoo are there?
2. are there a lot of people in this line?
3. ounces are there in a pound?
4. items are there on the list?
5. are there so many brands of dog food?
6. sugar is in this bag?
7. is there a pharmacy in the store?
8. time is there?

EXERCISE 14 page 165

Time: 10–15 min.

Answers will vary. Questions are:

1. How many desks are there in this room?
2. How many students are there in this class?
3. How many windows are there in this room?
4. How much paper is there on the floor?
5. How many telephones are there in this room?
6. How many men's restrooms are there on this floor?
7. How many floors are there in this building?
8. How many pages are there in this book?
9. How much new vocabulary is there on this page?
10. How many photos are there in this unit?

SKILL PRACTICE: SPEAKING

Have students ask and answer questions about their homes with a partner (e.g., *How many bedrooms are there in your house?*).

EXERCISE 15 pages 165–166

Time: 10–15 min.

Answers will vary. Possible answers:

1. **a.** How many feet are there in a yard? There are 3 feet in a yard. **b.** How many inches are there in a foot? There are 12 inches in a foot.
2. **a.** How many ounces are there in a pound? There are 16 ounces in a pound. **b.** How many cups are there in a quart? There are 4 cups in a quart.
3. **a.** How many quarts are there in a gallon? There are 4 quarts in a gallon. **b.** How many pints are there in a quart? There are 2 pints in a quart.

EXERCISE 16 page 166 7.16

Time: 10–15 min.

Answers: 1. are there; **2.** There are; **3.** There's; **4.** How many; **5.** are there; **6.** Is there; **7.** there is; **8.** How many; **9.** are there; **10.** Is there

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SKILL PRACTICE: SPEAKING

1. Have students practice the conversation in Exercise 16 in pairs. Ask volunteers to role-play the conversation in front of the class.
2. Have students work in pairs to create a similar conversation using their own information.

EXERCISE 17 page 167 7.17

Time: 10–15 min.

Answers: 1. There's; **2.** Is there; **3.** there is; **4.** There are; **5.** There's; **6.** is there; **7.** There are; **8.** Are there; **9.** There's; **10.** Is there

SKILL PRACTICE: SPEAKING

1. Have students practice the conversation in Exercise 17 pairs. Have students substitute seasons and change words where needed (e.g., *Fall is almost here…. It's only July. It's so hot*….). Ask volunteers to role-play the conversation in front of the class.
2. In groups, have students talk about sales they know about. Have them say when the big sales occur and which items are marked down (e.g., *There's a big sale in January. All winter clothes are 50 percent off.*).

SUMMARY OF UNIT 7

Time: 20–30 min.

TIME EXPRESSIONS

Have students close their books. Write the following time expressions on the board, without the prepositions: _____ *the morning;* _____ *Saturdays;* _____ *night;* _____ *twenty minutes;* _____ *10 p.m.* Have students identify the missing prepositions—*in, on,* or *at* before checking the answers in the chart. Next, have students use each time expression in the chart to write something about their routines. (e.g. *I exercise in the morning. Class ends in 30 minutes. I go to the store twice a week.*)

If necessary, review:

7.1 Time Expressions with Prepositions (page 147)

7.2 Time Expressions without Prepositions (pages 148–149)

PREPOSITIONS OF PLACE AND PREPOSITIONS IN COMMON EXPRESSIONS

Have students close their books. Write the following sentences on the board and have students choose the correct preposition for each one.

1. *We are (on/after/in/to) school now.*
2. *Rick lives (to/at/near/on) the pharmacy.*
3. *Go (near/on/at/to) the convenience store and buy coffee, please.*
4. *Where is the market? It's (in/on/Ø/next to) Seventh Street.*
5. *Is the convenience store (in/at/on/before) the corner?*

(Answers: 1. in; 2. near; 3. to; 4. on; 5. On)

If necessary, review:

7.3 Prepositions of Place (page 150)

7.4 Prepositions in Common Expressions (page 151)

THERE IS AND *THERE ARE*— AFFIRMATIVE STATEMENTS

List on the board a mix of singular, plural, and noncount nouns that students know. Point to each and have students call out the correct form to use with it: *there is* or *there are*. Next, have students work with a partner to practice identifying items in the classroom using *there is* and *there are*. Monitor work, checking for correct usage and subject agreement.

If necessary, review:

7.5 *There Is* and *There Are*—Affirmative Statements (page 155)

THERE IS AND *THERE ARE*— NEGATIVE STATEMENTS

Have students close their books. Write the following sentences on the board. Remind students that the contraction of *There is no* is *There's no*. Have volunteers come to the board and complete the sentences to make true statements about the classroom, school, or city.

1. *There's no [elevator].*
2. *There are no [computer labs].*
3. *There isn't a [cafeteria].*
4. *There aren't any [posters].*
5. *There aren't enough [computers].*
6. *There aren't many [holidays]*

If necessary, review:

7.6 *There Is* and *There Are*—Negative Statements (pages 156–157)

7.7 Quantity Words (page 158)

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THERE IS AND *THERE ARE*—QUESTIONS

Provide students with a variety of numbered pictures in a central place, either advertisements from magazines, or pictures of stores. They should be somewhat similar in style, but with some differences as well. Have students work in pairs. One partner will choose a picture, and the other will try to guess which one it is by asking *yes/no questions* with *there is* and *there are*. (e.g. *Is there a woman in your picture? Is there any shampoo? Are there any flowers?)* After both students have had a turn, have them ask *wh*-questions about the pictures. (e.g. *Why are there flowers next to the shampoo? How many people are in the picture?*)

If necessary, review:

7.8 *There Is* and *There Are—Yes/No* Questions (page 162)

7.9 *There Is* and *There Are—Wh-* Questions (page 164)

REVIEW

Time: 15–20 min.

1. at; **2.** in; **3.** to; **4.** on; **5.** out of; **6.** there are; **7.** some; **8.** in; **9.** on; **10.** on; **11.** at; **12.** There's; **13.** next to; **14.** to; **15.** at; **16.** are there; **17.** There are; **18.** on; **19.** for; **20.** There aren't; **21.** There are; **22.** There are; **23.** There's; **24.** next to; **25.** Is there; **26.** there isn't; **27.** There's; **28.** near; **29.** a lot of; **30.** enough

FROM GRAMMAR TO WRITING

PART 1 EDITING ADVICE

Time: 10–15 min.

PART 2 EDITING PRACTICE

Time: 10–15 min.

Answers: 1. C; **2.** aren't; **3.** to; **4.** at; **5.** at; **6.** near/next to; **7.** C; **8.** on ; **9.** C; **10.** C; **11.** Ø/any/some; **12.** There are; **13.** aren't any/are no; **14.** C; **15.** in; **16.** C; **17.** C; **18.** next to/near; **19.** C; **20.** Ø; **21.** C; **22.** C; **23.** a; **24.** C

PART 3 WRITE

Time: 30–40 min.

Have students read the direction line. Look at Picture A as a class and read the example answer aloud. Have students complete the activity individually. Collect for assessment.
Answers will vary.

PART 4 LEARNER'S LOG

Time: 15–20 min.

1. Have students close their books. Ask: *What have we learned about in this unit?* Elicit ideas and write the topics that students will write about on the board. (*shopping in the United States, different types of stores, getting a good price*)
2. Have students open their books, read the directions, and complete the Learner's Log.
3. Have students compare logs in pairs.

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UNIT

8 ERRANDS

GRAMMAR CHARTS

8.1 The Present Continuous—Affirmative Statements (page 176)

8.2 Spelling Rules of the *-ing* Form (page 177)

8.3 The Present Continuous—Use (page 178)

8.4 The Present Continuous—Negative Statements (page 179)

8.5 The Present Continuous—*Yes/No* Questions (page 184)

8.6 The Present Continuous—*Wh-* Questions (page 187)

8.7 The Present Continuous—Subject Questions (page 189)

UNIT OPENER

Have students look at the photo as you read the caption. Ask: *What do you see? What is happening?* (Divers are putting plastic letters in a mail box under the ocean.) *Where is this?* (off the coast of Ito, Japan) Read the quote and rephrase it if necessary. Ask: *Do you agree with the quote? Why or why not?* For more discussion questions, open the activity on the Classroom Presentation Tool.

CONTEXT NOTE

An errand is a short journey undertaken in order to deliver or collect something. We often use the verb *run* with *errands* (run errands), which underscores the sense that someone is going on a short journey to accomplish a task. Some common places people go to run errands are the laundromat, bank, post office, grocery store, pharmacy, and gas station. Usually, these places are pretty standard. However, going to the post office in Susami, Japan, can mean diving 33 feet under water. The town holds the world record for the deepest underwater mailbox, but it's mainly a tourist attraction. Tourists buy plastic postcards at a shop in town and write on them with oil-based paint markers before diving to drop them off. A worker from the store that sells the postcards dives down to collect them and brings them to the local post office. An estimated 1000–1500 postcards are mailed there each year.

ABOUT THE QUOTE

Ralph S. Marston Jr. is an American entrepreneur and author. His popular website, The Daily Motivator, offers daily advice and a positive perspective for self-improvement.

BEFORE YOU READ page 174

Time: 5 min.

Answers will vary.

READING 1 8.1

At the Post Office page 174

Time: 10–15 min.

1. Have students look at the photo on page 174 and describe what is happening. Have students then look briefly at the reading. Ask: *Is this a dialog? (No, it's an e-mail.) What is the e-mail about?* Have students make predictions.
2. Ask: *How often do you go to the post office? What do you do at the post office?* Have students discuss their answers to the Before You Read questions in small groups. Ask several students to share their answers with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *How much of the mail that is sent in the world today goes through the U.S. Postal Service?* (47%) *Do you have mail delivered to your home, or do you need to pick it up at a post office?*
4. Play the audio and have students read along silently.

COMPREHENSION page 174

Time: 5–10 min.

Answers: 1. T; **2.** F; **3.** F

WORDS TO KNOW page 175 8.2

Time: 10–15 min.

1. Use pantomime to demonstrate *complain,* and *pick up.* Use realia to show the meanings of *postage* , *stamp, weigh,* and *scale.* Hold up an envelope with

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stamps on it. Point to the stamps and say: *These are stamps. Stamps are postage. The postage on this envelope is [amount].* Bring in a small scale if possible to illustrate *scale* and *weigh*.

2. Add definitions if needed. For *customer*, say: *A* customer *is a person who buys something.*
3. Point to the pictures in the book on pages 174 and 175 to clarify the meanings of *customer, counter, package, hold, automated postal center, self-service,* and *mailing supplies.*
4. Check comprehension by having students act out terms, or provide example sentences with them.

SKILL PRACTICE: SPEAKING

In pairs, have students discuss differences between the postal service in the United States and their own countries. Ask several students to share their answers with the class.

LISTEN page 175 8.3

Time: 10–15 min.

Answers: 1. True; **2.** False; **3.** False; **4.** True; **5.** True; **6.** True; **7.** True; **8.** False; **9.** False; **10.** True

CONTEXT NOTE

The U.S. Postal Service has been delivering mail for over 244 years. It began delivery in 1775, and Benjamin Franklin was the first postmaster general. The first stamps were issued in 1847. The first 5-cent stamp pictured Benjamin Franklin. The first 10-cent stamp pictured George Washington. Today the U.S. Postal Service delivers to almost 159 million addresses all over the country, including U.S. territories. The price of a first-class postage stamp is the same everywhere.

Online search terms: how to use an automated postal center; USPS mailing supplies sold in post offices; USPS rates; hours and services U.S. Post Office [city/town]

8.1 The Present Continuous—Affirmative Statements page 176

Time: 5–10 min.

1. Have students look at grammar chart **8.1.** Elicit the form of present continuous verbs (*be* + verb *-ing*) and the word order of statements (subject + *be* + verb *-ing*). Write them on the board. Ask: *What rules can you observe about forming the present continuous?* (must have auxiliary verb *be;* main verb must be in *-ing* form; *be* form must agree in number with the subject; *-ing* form does not change)
2. Point out the Notes. Remind students that they learned contractions with *be* in Unit 1. Stress that contractions are not used with plural nouns.
3. Write the following sentences on the board:

   Bill is go to the store.
   The kids're playing.
   She studying now.

   Have explain how to correct them.

SKILL PRACTICE: WRITING

Have students work in pairs to create sentences about the class using *wear, learn,* and *hold.* (e.g., *The teacher is wearing a sweater.*).

EXERCISE 1 page 176

Time: 5–10 min.

Answers may vary. Possible answers: 1. 's buying; **2.** 's standing; **3.** are waiting; **4.** 's giving; **5.** 's picking; **6.** are helping; **7.** 's weighing; **8.** are doing; **9.** are paying; **10.** 's holding

8.2 Spelling Rules of the *-ing* Form page 177

Time: 5–10 min.

1. Have students cover up grammar chart **8.2**. Create an exercise on the board:

   go – going/eat – eating
   sit – sitting/plan – planning
   give – giving/write – writing
   show – showing/fix – fixing

   Have students look at the pairs of verbs and make predictions about the spelling rule for each set of verbs. Write each prediction on the board next to the relevant pair.
2. Have students look at grammar chart **8.2**. Go over the verbs and the rules. Compare students' predictions with the rules explained in the chart and correct the rules on the board if needed.
3. Give students a few minutes to study the rules in chart **8.2** and then cover the chart. Write the following

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words on the board: *talk, run, make, row, fix, say*. Have students write the *-ing* form and relevant rule for each verb. Ask volunteers to write the forms and rules on the board.

4. Go over the Grammar in Use box. Explain that present continuous is used for actions, and *like* is not a true action.

SKILL PRACTICE: READING AND WRITING

Have students work in pairs. Ask the class to turn back to the reading on page 174. Have students find all the verbs in the present continuous tense and match them to the relevant spelling rules in the chart. Go over the answers with the class.

EXERCISE 2 page 177

Time: 10–15 min.

Answers: 1. 's picking; **2.** are getting; **3.** 's waiting; **4.** 's taking; **5.** are standing; **6.** 're looking; **7.** are using; **8.** 's putting; **9.** 's weighing; **10.** 's planning; **11.** 's giving; **12.** 's writing

SKILL PRACTICE: SPEAKING AND WRITING

Have students talk about the picture on page 174 in pairs (e.g., *The mail clerk is working. He is holding a package.*). Ask students to write as many sentences about the picture as they can. Then have volunteers share their sentences with the class.

8.3 The Present Continuous—Use page 178

Time: 5–10 min.

1. Have students look at grammar chart **8.3**. Say: *We use the present continuous in three main ways.* Review the explanations and examples. Clarify that *stand*, *sleep*, *sit*, *wear*, *hold*, and *wait* are acts without movement and therefore are "no action," or "situation" verbs. Elicit the time expressions in the examples for the third rule. (*this week, today*)
2. Direct students' attention to the Note. Go over the time expressions. Elicit examples with the present continuous tense (e.g., *I'm working all day.*). If needed, clarify the meanings of *right now* and *at this time*.

EXERCISE 3 pages 178–179

Time: 5–10 min.

Possible answers:

1. This man is going into the post office. He's holding some envelopes.
2. A woman is holding a baby. The girl is holding the baby's hand./The girl is playing with the baby.
3. The clerk is giving stamps to the customer. The customer is buying stamps.
4. People are waiting in line. A woman is writing.
5. A woman is mailing a letter. The man is waiting for her.
6. A woman is buying mailing supplies. The clerk is giving the woman supplies.

8.4 The Present Continuous—Negative Statements page 179

Time: 5–10 min.

1. Have students look at grammar chart **8.4**. Ask: *How do we make the sentence negative?* (*be* + *not* + verb *-ing*) Have volunteers read the examples, identifying the continuous verb forms.
2. Point out the Note. Clarify the rule for making negative contractions with *be*. Remind students that while there are two negative contractions for other subject pronouns, there is only one negative contraction for *I am not*. (*I'm not*)

SKILL PRACTICE: WRITING

Have students go back to the reading on page 174. Say: *Rewrite the affirmative sentences in the present continuous to make them negative. Use contractions* (e.g., *People aren't doing errands.*).

EXERCISE 4 page 179

Time: 5–10 min.

Answers:

1. She's not talking to Amy now./She isn't talking to Amy now.
2. He's not using his credit card./He isn't using his credit card.
3. They aren't complaining about the service./They're not complaining about the service.
4. They're not using self-service./They aren't using self-service.

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5. She's not mailing a package./She isn't mailing a package.
6. She's not shopping with Peter./She isn't shopping with Peter.

ABOUT YOU page 180

Time: 5–10 min.

Answers will vary. Possible answers:

1. I'm doing errands now./I'm not doing errands now. I'm doing homework.
2. We're using pencils now./We're not (OR We aren't) using pencils now. We're using pens.
3. I'm writing an e-mail./I'm not writing an e-mail. I'm doing my homework.
4. The teacher's wearing sneakers./The teacher's not (OR The teacher isn't) wearing sneakers. She's wearing shoes.
5. We're using a dictionary./We're not (OR We aren't) using a dictionary. We're using a computer.
6. The teacher's looking at my ID./The teacher's not (OR The teacher isn't) looking at my ID. She's teaching.
7. We're talking about the supermarket./We're not (OR We aren't) talking about the supermarket. We're talking about the post office.
8. The students are complaining about this exercise./The students aren't complaining about this exercise. They're enjoying it.
9. I'm trying to learn all the new words./I'm not trying to learn all the new words. I'm trying to learn five new words.
10. The teacher's helping me now./The teacher's not (OR The teacher isn't) helping me now. She's helping another student.
11. My classmates are having fun now./My classmates aren't having fun now. They're bored.
12. I'm feeling tired now./I'm not feeling tired now. I'm feeling excited.

EXERCISE 5 page 181

Time: 10–15 min.

Answers will vary.

SKILL PRACTICE: SPEAKING

Have students practice the conversation in Exercise 5 in groups of three. Ask volunteers to role-play the conversation in front of the class.

EXERCISE 6 page 182

Time: 5–10 min.

Answers: 1. 'm using; **2. a.** 'm staying, **b.** 'm not going; **3.** 's visiting; **4.** 's not (OR isn't) working; **5.** 'm planning; **6.** 's not (OR isn't) working; **7.** are waiting; **8.** 's using; **9. a.** 'm following, **b.** 's not (OR isn't) printing; **10. a.** 'm not doing, **b.** 'm studying

SKILL PRACTICE: SPEAKING

Have students practice the conversations in Exercise 6 in pairs.

BEFORE YOU READ page 183

Time: 5 min.

Answers will vary.

READING 2 8.4

Drive-Throughs page 183

Time: 10–15 min.

1. Have students look briefly at the reading and photo on page 183. Ask: *What is happening?* Have students describe the picture and predict what the reading is about.
2. Ask: *Are there drive-through banks in your area?* Have students discuss the Before You Read questions in pairs. Have several students share their answers with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *Is a* drive-thru *the same as a* drive-through? (yes) *What kind of places have drive-throughs in your country?*
4. Play the audio and have students read along silently.

COMPREHENSION page 183

Time: 5–10 min.

Answers: 1. F; **2.** T; **3.** T

WORDS TO KNOW page 184 8.5

Time: 10–15 min.

1. Make sure students understand the meaning of *get out of* (leave) and *take out* (get) in the contexts for *drive-through* and *maybe*, respectively. Note that *get out of* has a different meaning from *be out of*, as in be out of coffee (seen in Unit 7).

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2. If needed, use realia and pantomime to clarify the definitions of *turn* and *ahead of.* For *turn,* mime driving in a car and turning your hands as if on a steering wheel when turning left/right. For *ahead of,* have a student stand in front of you and say, *"[Student's name] is ahead of me in line.*
3. Use the image on page 183 to illustrate *drive-through, deposit,* and *bank card.*

SKILL PRACTICE: SPEAKING

Have students practice the conversation in pairs. Ask volunteers to role-play all or part of the conversation in front of the class.

LISTEN page 184 8.6

Time: 10–15 min.

Answers: 1. True; **2.** False; **3.** True; **4.** True; **5.** True; **6.** False; **7.** True; **8.** False

CONTEXT NOTE

Drive-throughs are fast and easy for doing errands. Invented in the United States, the first bank drive-through opened in St. Louis, Missouri, in 1930. Because of their convenience, drive-throughs have spread to other countries.Technically, a drive-through refers to a business where customers are served while in their cars and also the window where customers are served. Other synonyms are: *drive-up, drive-through window,* and *drive-up window*.

Online search terms: drive-through locations [city or town], drive through photos

SKILL PRACTICE: SPEAKING

Have students discuss in small groups the pros and cons of drive-throughs.

8.5 The Present Continuous—*Yes/No* Questions page 184

Time: 10–15 min.

1. Have students cover grammar chart **8.5**. Write on the board: *use the right envelope* and *talk to the teller*. Ask volunteers to make *yes/no* questions in the present continuous with the prompts and give affirmative short answers. Write them on the board.
2. Review the chart with students. Compare the statements on the board with the forms in the chart. Discuss any errors.
3. Check comprehension. Write on the board: *Are you going to the restaurant right now? No, we're not.* Have students identify the parts and word order of both sentences. Discuss answers and errors as a class.

EXERCISE 7 pages 184–185

Time: 5–10 min.

Answers:

1. Is Amy talking to her mother? Yes, she is.
2. Are Marta and Amy using the drive-through? Yes, they are.
3. Is Marta cashing a check? No, she isn't./No, she's not.
4. Are Marta and Amy waiting in the car? Yes, they are.
5. Is Marta answering Amy's questions? Yes, she is.
6. Is the teller helping Marta now? No, he (OR she) isn't./No, he's (OR she's) not.
7. Is the man holding a bank card? Yes, he is.
8. Is the man getting cash? No, he isn't./No, he's not.

ABOUT YOU pages 185–186

Time: 5–10 min.

Answers will vary. Questions are:

1. Are you speaking English now?
2. Are you asking for help (now)?
3. Is someone helping you now?
4. Is your teacher grading your work now?
5. Are you writing in your book now?
6. Is your teacher standing in front of the class now?
7. Are you learning a lot of new words today?
8. Are you waiting for something now?
9. Are you sitting at a desk now?
10. Are yours classmates complaining about something now?

8.6 The Present Continuous—*Wh-* Questions page 187

Time: 10–15 min.

1. Have students close their books. Write the following on the board:

   helping/is/how many people/the teller

   Have students unscramble the words to make a question. (*How many people is the teller helping?*) Ask: *What can you say about the word order in present*

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continuous information questions? (Question word + *be* + subject + verb *-ing*)

2. Have students look at grammar chart **8.6**. Review the examples. Have students compare *wh-* and *yes/no* short answers and explain the difference. (*Wh-* short answers directly answer the question in a phrase; they do not repeat the subject and verb.) Say or write on the board the following question and answer options. Ask which answers are correct, and why.

   Q: What are you doing?
   A1: Nothing.
   A2: Yes, I'm doing it. (incorrect; answers a *yes/no* question)
   A3: I'm doing. (incorrect; provides incomplete information)
   A4: I'm not doing anything.

3. Direct students' attention to the Notes. Elicit or give further examples as necessary (e.g., *What are you talking about?*).

EXERCISE 8 pages 187–188

Time: 5–10 min.

Answers may vary. Possible answers:

1. What is Amy asking Marta about?
2. Where are two customers waiting in line?
3. What is Marta waiting for (at the bank)?
4. How many $20 bills is Marta expecting to get?/What is Marta expecting to get?
5. Where is the customer putting a deposit?
6. What are Halina and Peter learning (to do)?
7. Why are we/you studying?
8. How many customers is the teller helping (at the moment)?
9. Who are Simon and Victor talking about?
10. Why is Marta (OR are we/you/they) using the drive-through?/Why are people (OR customers) using the drive-through?

SKILL PRACTICE: SPEAKING

Have students practice asking and answering their questions in Exercise 8 with a partner.

EXERCISE 9 page 188 8.7

Time: 5–10 min.

Answers: 1. How is it doing; **2.** He's asking; **3.** What are you ordering? **4.** are waiting; **5.** Why are we going; **6.** 's putting

8.7 The Present Continuous—Subject Questions page 189

Time: 5–10 min.

1. Have students look at grammar chart **8.7**. Elicit the subjects (the question words).
2. Check comprehension. Have students close their books. Say or write the following short answers on the board and have students make questions:

   Amy is.
   People are getting money.
   One or two customers are.

3. Direct students' attention to the Notes. Review the rules. Ask: *Why must you always use a plural verb after* how many*?* (because *many* is plural) Clarify the rule for *who.* (*Who* can mean one or many.)

EXERCISE 10 page 189

Time: 5–10 min.

Answers will vary.

1. Which customer is using the ATM?/Who is using the ATM?
2. Who is counting the money?
3. How many customers are making a deposit?
4. Which customers are getting help now?/Who is getting help now?
5. What is happening at the bank?
6. How many customers are using the drive-through?

FUN WITH GRAMMAR page 189

Time: 10–15 min.

Answers will vary.

SUMMARY OF UNIT 8

Time: 20–30 min.

THE PRESENT CONTINUOUS—AFFIRMATIVE AND NEGATIVE STATEMENTS

List on the board ten subjects and verbs. Use verbs with mixed endings to allow students to practice spelling the different forms (e.g., *give, say, run, do, complain, mail, send*). With books closed, have students write affirmative and negative sentences in the present continuous. Monitor students' work.

If necessary, review:

8.1 The Present Continuous—Affirmative Statements (page 176)

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8.2 Spelling Rules of the *-ing* Form (page 177)

8.3 The Present Continuous—Use (page 178)

8.4 The Present Continuous—Negative Statements (page 179)

THE PRESENT CONTINUOUS—*YES/NO* QUESTIONS

Play a game of tic-tac-toe. Put the following answers in a 3 x 3 grid on the board, one in each square:

Yes, I am.	*Yes, it is.*	*Yes, you are.*
No, you're not	*Yes, they are.*	*No, they aren't.*
No, she isn't.	*No, we aren't.*	*No, it isn't.*

Divide the class into two teams and flip a coin to see who goes first. To get a square, teams have to form a *yes/no* question in present continuous that could be answered by the short answer in the square. If they are correct, mark the square with an *X* or *O*, accordingly. If not, the turn goes to the other team. Play like tic-tac-toe, with three in a row (vertically, horizontally, or diagonally) winning.

If necessary, review:

8.5 The Present Continuous—*Yes/No* Questions (page 184)

THE PRESENT CONTINUOUS—*WH-* QUESTIONS

Go over the chart as a class. Have students make a new question using each question word in the chart, but with a different subject than the example. They can choose to use the same verbs as in the chart, or different ones. When they complete the questions, have them exchange papers with a partner and write possible short answers. Then have them review the questions and answers in pairs and say the full form of the answer. (e.g. *What is the teller doing? – Helping a customer. – The teller is helping a customer.*) Monitor pair work.

If necessary, review:

8.6 The Present Continuous—*Wh-* Questions (page 187)

THE PRESENT CONTINUOUS—SUBJECT QUESTIONS

Write the following on the board:

1. *<u>Amy and Marta</u> are (talking). – who/talk*
2. *Customers <u>are doing business</u> (at the bank). - what/happen*
3. *<u>Marta</u> is (waiting in line). which customer/wait*
4. *<u>One</u> customer is (getting cash now). how many customers/get*

Have students work in pairs to write subject questions about each prompt. When they are finished, have them compare with the chart, and elicit additional subject questions.

If necessary, review:

8.7 The Present Continuous—Subject Questions (page 189)

REVIEW

Time: 15–20 min.

Answers: 1. What are you doing; **2.** 'm waiting; **3.** 'm eating; **4.** 'm mailing; **5.** are taking; **6.** 're relaxing; **7.** 're not relaxing/aren't relaxing; **8.** 're not getting/aren't getting; **9.** Are people complaining; **10.** they're not/they aren't; **11.** 's using; **12.** 's paying; **13.** are waiting; **14.** How many clerks are working; **15.** What's happening; **16.** are playing; **17.** 'm watching; **18.** 's cooking; **19.** are listening; **20.** 're having; **21.** 'm not going; **22.** 'm walking; **23.** Where are you sitting; **24.** 'm sitting; **25.** Are you wearing; **26.** 'm waving

FROM GRAMMAR TO WRITING

PART 1 EDITING ADVICE

Time: 10–15 min.

PART 2 EDITING PRACTICE

Time: 10–15 min.

Answers: 1. are you; **2.** C; **3.** you use; **4.** are we going; **5.** C; **6.** She's talking; **7.** C; **8.** C; **9.** he's asking; **10.** giving; **11.** C; **12.** I'm eating

PART 3 WRITE

Time: 30–40 min.

Have students read the direction line. Look at the picture as a class and read aloud the example sentence. Have students complete the activity individually. Collect for assessment.

Answers will vary.

PART 4 LEARNER'S LOG

Time: 15–20 min.

1. Have students close their books. Ask: *What have we learned about in this unit?* Elicit ideas and write the topics that students will write about on the board. (e.g., *U.S. post office services, drive-through businesses*)
2. Have students open their books, read the directions, and complete the Learner's Log.
3. Have students compare logs in pairs.

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UNIT

9 CHANGES

GRAMMAR CHARTS

9.1 The Future—Affirmative Statements (page 197)
9.2 The Future—Negative Statements (page 198)
9.3 The Future—Use (page 199)
9.4 Time Expressions (page 200)
9.5 The Future—*Yes/No* Questions (page 206)
9.6 The Future—*Wh-* Questions (pages 208–209)
9.7 The Future—Questions with *How Long* (page 211)
9.8 The Future—Subject Questions (page 212)

UNIT OPENER

Have students look at the photo as you read the caption. Ask: *What do you see in the picture?* (a bird, a flower/yellow crocus, snow) *What time of year/season is it?* (end of winter/beginning of spring) Read the quote and rephrase it if necessary. Ask: *Do you agree with the quote? Why or why not?* For more discussion questions, open the activity on the Classroom Presentation Tool.

CONTEXT NOTE

Weather is often used as symbol of change in folklore, great literature, and everyday vernacular. Common weather metaphors indicating change include: the winds of change, a windfall (unexpected good fortune, usually involving money), a perfect storm (a bad situation arising from a number of negative and unpredictable factors), thawing of relations, and the sunset/twilight years.

ABOUT THE QUOTE

Sir Winston Churchill was prime minister of the United Kingdom, an army officer, historian, writer, and artist. Called one of the greatest leaders in history, Churchill is famed for bringing Britain and the Allied armies through World War II from near defeat to success. He died in 1965.

BEFORE YOU READ page 196

Time: 5 min.

Answers will vary.

READING 1 9.1

Getting Ready for a New Baby

page 196

Time: 10–15 min.

1. Have students look briefly at the reading on page 196. Ask: *What is the reading about? How do you know?* Have students make predictions.
2. Ask: *What kind of planning does a family need to do for a new baby?* Have students discuss the Before You Read questions in small groups. Ask several students to share their ideas or experience with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *How old is the average mother in the United States when she has her first baby?* (26) *Is this older or younger than in the past?* (older) *At what age do women in your country usually have their first baby? Do you think this age is going up, going down, or staying the same?*
4. Play the audio and have students read along silently.

COMPREHENSION page 196

Time: 5–10 min.

Answers: 1. T; **2.** F; **3.** F

WORDS TO KNOW page 197 9.2

Time: 10–15 min.

1. Remember to model the pronunciation of each new vocabulary item and have students repeat them. Focus on words such as *high chair, for a while, resale shop,* and *get some sleep* so that you can demonstrate where the stress falls on these phrases.
2. Use visuals to clarify the meanings of *crib, high chair, stroller, resale shop, used, furniture, charity, gift, relative,* and *excited*.

SKILL PRACTICE: SPEAKING

Have students practice the conversation in groups of three. Ask volunteers to role-play all or part of the conversation in front of the class.

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LISTEN page 197 9.3

Time: 10–15 min.

Answers: 1. False; **2.** False; **3.** True; **4.** True; **5.** False; **6.** True; **7.** False; **8.** True

CONTEXT NOTE

Baby showers are small parties for new mothers usually given by a friend or relative one or two months before the baby is born. Guests bring gifts, such as baby clothing, blankets, and diapers, often chosen from the new mother's gift registry list at a brick-and-mortar or online store. In the past, only women attended showers, but today men sometimes go, too.

Online search terms: baby shower registry; list of items needed for new baby; baby shower games; tips for new parents

9.1 The Future—Affirmative Statements page 197

Time: 5–10 min.

1. Have students look at the words in bold in the reading. Ask: *How is the future formed?* (with *be going to* + base form of verb) Review grammar chart **9.1**.
2. Check comprehension. Write the following on the board, and have students unscramble the parts to make a correct statement:
   a stroller / to / is / she / buy / going.
3. Direct students' attention to the Pronunciation Note. Model the informal pronunciation of *going to* using the examples in the chart.

SKILL PRACTICE: SPEAKING

Have students work in pairs to practice saying the sentences in chart **9.1** using /gənə/.

EXERCISE 1 page 198

Time: 5–10 min.

Answers: 1. 's going to get; **2.** are going to see; **3.** 's going to help; **4.** 's going to arrive; **5.** are going to bring; **6.** are going to take; **7.** 's going to need; **8.** are going to be; **9.** 's going to be; **10.** 's going to visit

9.2 The Future—Negative Statements page 198

Time: 5–10 min.

1. Have students look at grammar chart **9.2**. Elicit the negative form of future statements (*be* + *not* + *going to* + base form of verb). Review the examples in the chart. Ask volunteers for additional examples.
2. Direct students' attention to the Grammar in Use box. Ask: *What are the two ways to make contractions with negative forms of* be*?* Review the examples and then ask for volunteers to say the two ways to form the negative contractions for *you, she, it, we,* and *they*.
3. Write subjects on the board that aren't pronouns (e.g., *my friend*, *the teacher*, *a new baby*, etc.). Have students write the two forms of negative contractions for each. Remind them not to use contractions with plural nouns and *are*.

SKILL PRACTICE: WRITING

Have students change the sentences in Exercise 1 to negative statements. Ask students to use both forms of contractions where possible (e.g., #3: *Shafia's mother's not going to help her with the baby. / Shafia's mother isn't going to help her with the baby.*).

EXERCISE 2 pages 198–199

Time: 5–10 min.

Answers: 1. isn't going to buy; **2.** aren't going to get; **3.** isn't (OR 's not) going to stay; **4.** isn't (OR 's not) going to have; **5.** aren't going to shop; **6.** isn't (OR 's not) going to be; **7.** aren't going to give; **8.** isn't (OR 's not) going to be; **9.** aren't going to buy; **10.** isn't (OR 's not) going to take

9.3 The Future—Use page 199

Time: 5–10 min.

1. Have student cover the explanation column of grammar chart **9.3** and read the examples. Say the title of the chart. Then say and write on the board: *Two Uses:* 1. *future plans,* 2. *predictions.* Have students match the correct use to each example and then check their predictions by reading the explanation column.
2. Check comprehension. Ask volunteers for statements about their future plans. Have students make predictions with *be going to* about these situations: Halina is late. Ali is at the bank now.

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SKILL PRACTICE: SPEAKING

Have students work in pairs to talk about future plans and make predictions about current situations. Write the following on the board as prompts. For future plans: *My friend's baby shower is next week.* For predictions: *My car makes a lot of noise.*

EXERCISE 3 page 199

Time: 10–15 min.

Answers: 1. are going to be; **2.** aren't (OR are not) going to be; **3.** are going to be; **4.** 's going to arrive; **5.** 's going to take; **6.** isn't (OR 's not) going to be; **7.** 's going to come; **8.** 's going to cook and clean; **9.** are going to buy; **10.** aren't (OR are not) going to have; **11.** isn't (OR 's not) going to go; **12.** are going to take

9.4 Time Expressions page 200

Time: 5–10 min.

1. Tell students the chart gives examples of time expressions with the future.
2. Have students look at grammar chart **9.4**. Review the examples for each expression. Give additional examples to further illustrate (e.g., *My son is going to college in 2030.*). Elicit examples of time expressions from students that include *in, on, at,* and *for.*
3. Give students one minute to study the chart, and then have them close their books and, with a partner, recall as many time expressions as they can before checking in the book.

SKILL PRACTICE: WRITING

Have students write five sentences that are true for them using the time expressions in chart **9.4**.

EXERCISE 4 page 200

Time: 5–10 min.

Answers: 1. in; **2.** on; **3.** for; **4.** at; **5.** in; **6.** for; **7.** on; **8.** in

ABOUT YOU page 201

Time: 10–15 min.

Answers will vary.

SKILL PRACTICE: SPEAKING

Survey the class. What are students' predictions for their future? Write the results on the board.

EXERCISE 5 pages 202–203

Time: 10–15 min.

Answers will vary. Possible answers include:

1. Ali's going to be out of town on Friday, September 26.
   He isn't going to be out of town this week.
2. Shafia's going to take an exercise class in two weeks.
   Shafia's going to take an exercise class on Wednesday, September 16.
3. Dorota's going to come to Shafia's house in three weeks.
   She's not going to visit her this weekend.
4. Shafia's going to see the doctor on September 9 at 3 p.m.
   She isn't going to see the doctor tomorrow.
5. Ali's going to get ready for his trip to New York at the end of this month.
   He isn't going to get ready for his trip to New York this weekend.
6. Shafia, Halina, and Dorota are going to go to the resale shop this Thursday at 1 p.m.
   They're not going to go to the resale shop next Thursday.
7. Shafia and Ali are going to have dinner with Halina and Peter on Friday the 19th at 7 p.m.
   They're not going to have dinner with them in a month.
8. Shafia and Ali are going to visit Ali's parents next Friday.
   They're not going to visit Ali's parents this Friday.
9. Shafia's going to have free time on Wednesday and Friday this week.
   She's not going to have much free time the last week in September.
10. Shafia's going to run errands today at 10 a.m.
    She's not going to run errands tonight.

EXERCISE 6 pages 203–204 9.4

Time: 10–15 min.

Answers:

Conversation A

1. 's going to be; **2.** aren't going to leave; **3.** 's going to move; **4.** 's going to help; **5.** 're going to paint; **6.** 's not (OR isn't) going to be

Conversation B

7. aren't going to choose; **8.** 're going to ask; **9.** 's not (OR isn't) going to have; **10.** 're going to give; **11.** 're going to wait

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BEFORE YOU READ page 205

Time: 5 min

Answers will vary.

READING 2 9.5

Moving page 205

Time: 10–15 min.

1. Have students look briefly at the reading on page 205. Have students predict what the reading is about.
2. Ask: *What is your experience with moving?* Have students discuss the Before You Read questions in small groups. Ask several students to share their answers and ideas with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *What are three reasons people move?* (because of family, job, or housing) *What is a family-related reason for moving?*
4. Play the audio and have students read along silently.

COMPREHENSION page 206

Time: 5–10 min.

Answers: 1. F; **2.** F; **3.** T

WORDS TO KNOW page 206 9.6

Time: 10–15 min.

1. Use visuals (from the Internet or this unit) to illustrate *move, mover, hire, truck, neighborhood,* and *pack.*
2. To clarify *rent,* say: *This is the amount of money you pay to use something. We usually use this to talk about how much we pay for our housing every month.*

SKILL PRACTICE: SPEAKING

1. Have students practice the conversation in pairs. Ask volunteers to role-play all or part of the conversations in front of the class.
2. Have students improvise the conversation in pairs by changing affirmative answers to negative and vice versa and providing correct follow-up. For example:
3. **Victor:** Are you going to get Internet service?
4. **Simon:** No, it's too expensive.
5. **Victor:** You can get cheap rates sometimes. Call the company and ask about their rates.

LISTEN page 206 9.7

Time: 10–15 min.

Answers: 1. True; **2.** False; **3.** True; **4.** False; **5.** False; **6.** True; **7.** False; **8.** True

CONTEXT NOTE

According to the U.S. Census Bureau, Americans are moving less. Census statistics for 2017 show that only 11 percent of people in the United States moved between 2015 and 2016. That's the lowest rate since 1948 when 20 percent of Americans moved. Many factors influence whether people move, including income, job prospects, national economy, family circumstances, and ability to commute.

Many Americans use professional movers who supply boxes, pack the contents of the house or apartment, and transport the belongings to the new address. Others rent trucks and pack their own belongings.

Online search terms: moving checklist; change of address form; moving companies near me; moving truck rentals

9.5 The Future—*Yes/No* Questions page 206

Time: 5–10 min.

1. Have students cover the grammar chart. To activate students' prior knowledge, ask: *Where does the subject go in* yes/no *questions in the present continuous?* (between *be* and verb *-ing*) *How do you form a short answer for a* yes/no *question in the present continuous?* Have students use this information to predict the word order and short answer forms for *yes/no* questions in the future.
2. Review the questions and short answers in the first part of grammar chart **9.5**. Note that the main verb is in the base form and follows *going to*. If necessary, remind students only to use *yes/no* + subject + *be* in the short answer.
3. Have students compare the statements and questions in the second part of the chart. Write additional statements on the board (e.g., *We are going to get wireless Internet. He is going to pack his things.*) and ask volunteers to make questions (*Are you going to get wireless Internet? Is he going to pack his things?*).

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SKILL PRACTICE: SPEAKING

Have students practice the questions and short answers in chart **9.5** with a partner.

EXERCISE 7 page 207

Time: 5–10 min.

Answers:

1. Is Victor's family going to move soon? Yes, they are.
2. Is Victor going to hire a mover? No, he's not./No, he isn't.
3. Is he going to buy some boxes? No, he isn't./No, he's not.
4. Is their new apartment going to be in the same neighborhood? Yes, it is.
5. Is he going to get Internet service? Yes, he is.
6. Is it going to take a long time to get Internet service? No, it isn't./No, it's not.
7. Is the post office going to send Victor and Lisa's mail to their new address? Yes, it is.
8. Is Victor going to have to pay for boxes? No, he isn't./No, he's not.
9. Are they going to move all their things to their new apartment? No, they aren't./No, they're not.
10. Is Simon going to help Victor? Yes, he is.

EXERCISE 8 pages 207–208

Time: 5–10 min.

Answers:

1. Are you going to move this week?
2. Are you going to change your phone number, too?
3. Is he going to pay more than $50 (for that service)?
4. Are they going to move to a house?
5. Is Marta going to help too?
6. Are they going to give some things to charity?
7. Are Victor and Lisa going to rent a new (OR an) apartment in a different city?
8. Is Victor going to get a change-of-address form (OR one/it) online?

SKILL PRACTICE: SPEAKING

Have students practice the short conversations in Exercise 8 with a partner.

9.6 The Future—*Wh*- Questions

pages 208–209

Time: 10–15 min.

1. Have students cover grammar chart **9.6**. To activate students' prior knowledge, elicit predictions about the formula for *wh*- questions with *be going to*. Write students' ideas on the board.
2. Review the examples and short answers in the first part of the chart one by one. Ask volunteers to explain the difference between *wh*- and *yes/no* short answers. (Short answers to *wh*- questions must give a piece of specific information; short answers to *yes/no* questions only need *yes/no* + subject + form of *be*.)
3. With students looking at the chart, elicit the formula for forming *wh*- questions and write it on the board (Question word + *be* + subject + *going to* + base form of verb). Compare it with students' predictions and discuss.
4. Draw students' attention to the Note. Go over the examples. Point out that in conversational English, longer *what* phrases are also often contracted with *be* (e.g., *What kind of book's she going to get?*).
5. Have students compare the statements and *Wh*- questions in the second part of the chart.
6. Go over the Grammar in Use box. Ask a few questions (e.g., *What is David going to eat for lunch? When is Sofia going to buy a car?*) and have students respond with the correct pronoun and their own ideas.

EXERCISE 9 page 209

Time: 10–15 min.

Answers:

1. Where's he going to get it?
2. When are you going to rent it (OR a/the truck)?
3. Why's he going to go to stores in his neighborhood (OR them)?
4. What kind of problems are there going to be?
5. How are you going to move it (OR that furniture) (to your new apartment)?
6. How many boxes am I going to need?
7. How much money is it (OR the truck) going to cost?
8. Which items are you going to give (to charity)?
9. Where are we (OR you) going to set some boxes (OR them)?
10. How many movers are you (OR we) going to hire?

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EXERCISE 10 pages 210–211

Time: 10–15 min.

Answers:

1. When's Victor going to move?
2. What are Victor and Lisa going to rent?
3. How much is the cost going to be for new Internet service?
4. Why are they going to move?
5. When's Simon going to help Victor?
6. Where's Victor going to get boxes?
7. What kind of apartment are Victor and Lisa going to rent?
8. How many boxes are Victor and Lisa going to pack?
9. What's Victor going to do with his old items?
10. When's the phone company going to change your service?
11. Why are you going to have the same phone number?
12. What are you going to give to charity?

SKILL PRACTICE: SPEAKING

1. Have students practice asking and answering the questions from Exercise 9 with a partner.
2. Have students practice asking and answering the questions in Exercise 10 with another partner.

9.7 The Future—Questions with *How Long* page 211

Time: 5–10 min.

1. Activate students' prior knowledge by asking future questions with *how long,* (e.g., *How long are we going to be in this class?*). Review the examples and explanations in grammar chart **9.7**.
2. Elicit or say that *how long* is used to ask about specific amounts of time. Stress that *until* and *for* are used for different types of answers.
3. To check comprehension, have students give additional examples. Prompt them by writing topics on the board, such as *be in the United States, study at this school,* and *be at work today.* Ask two volunteers to make questions and answers.

ABOUT YOU pages 211–212

Time: 10–15 min.

Answers will vary. Possible questions:

1. How long are you going to be in this class?
2. How long is our class going to work on this exercise?
3. How long are we going to use this book?
4. How long are you going to stay at school today?
5. How long is this school going to be open today?
6. How long are you going to be a student?

SKILL PRACTICE: WRITING

Have students write three more questions for the About You exercise to ask their partner.

9.8 The Future—Subject Questions page 212

Time: 5–10 min.

1. Have students look at grammar chart **9.8**. Ask: *What is the subject of these questions?* (a question word) Elicit the word order formula and write it on the board (Question word + *be going to* + base form of verb [+ rest of sentence]).
2. Review the examples and the short answers.
3. To check comprehension, have students write questions using the formula on the board and have other students write answers.

EXERCISE 11 pages 212–213

Time: 5–10 min.

Answers:

1. Who's going to visit you?
2. What's going to change?
3. How many people are going to move (this year)?
4. Which services are going to be expensive?
5. Who's going to give you some boxes?
6. What's going to happen on Thursday?
7. Which mover's going to help you?
8. How many apartments are going to be available?

EXERCISE 12 page 213 9.8

Time: 10–15 min.

Answers:

1. Are you going to return
2. What kind of truck are you going to need

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3. how many rooms are you going to move
4. Is it going to have room for my sofa
5. When are you going to move
6. Are there going to be
7. Is one day going to be
8. What kind of card are you going to use

EXERCISE 13 page 214 9.9

Time: 10–15 min.

Answers: 1. are you going to pack; **2.** I'm going to get; **3.** aren't going to move; **4.** Are you going to be; **5.** are going to help; **6.** We're going to meet; **7.** I'm going to invite

SKILL PRACTICE: SPEAKING

Have students practice the conversations in Exercises 12 and 13 in pairs. Have volunteers role-play the conversations in front of the class.

EXERCISE 14 page 215

Time: 10–15 min.

Answers: 1. a. are going to be, **b.** Are you going to move, **c.** 's going to be; **2. a.** is it going to take, **b.** 's going to take, **c.** 're not (OR aren't) going to have; **3. a.** is it going to cost, **b.** 's going to cost, **c.** 's going to send, **d.** 're going to look; **4. a.** 're not (OR aren't) going to take, **b.** 're not (OR aren't) going
to want

FUN WITH GRAMMAR page 215

Time: 10–15 min.

Answers will vary.

SUMMARY OF UNIT 9

Time: 20–30 min.

THE FUTURE—AFFIRMATIVE AND NEGATIVE STATEMENTS

Put students in pairs. Have them number each subject in the first column of the chart, 1–6. Have them cover the second two columns of the chart. Provide students with a die to roll or have them make small pieces of paper with the numbers 1–6. Demonstrate a review drill. Roll a die or draw a piece of paper, getting a number 1–6. Use the subject with the corresponding number. Flip a coin. Heads is affirmative, tails is negative. Make a future sentence with that subject and any verb in the chart in the affirmative or negative, depending on the coin toss. For example, if 4 is rolled and tails is flipped, the sentence could be *You are not going to need some help.* Students can use their own ideas for verbs and the rest of the sentence. Have them play several rounds, making different sentences each time. Monitor pair work.

If necessary, review:

9.1 The Future—Affirmative Statements (page 197)

9.2 The Future—Negative Statements (page 198)

9.3 The Future—Use (page 199)

TIME EXPRESSIONS

Write the following sentences on the board. Have students choose the correct time expression to complete each statement.

1. It's Friday. We are going to go to the chess game (at, for, this, next) Friday.
2. Her mother is going to stay with her (soon, for, in, next) a while.
3. They're going to visit us (at, for, this, on) October 7.
4. It's 6:00. Shafia is going to come home (at, in, on, for) fifteen minutes.
5. He's going to help them (next, on, this, tonight).

(Answers: 1. next; 2. for; 3. on; 4. in; 5. Tonight)

Next, have students personalize the sentences, changing information as needed (e.g. *We are going to see a movie next Friday.*).

If necessary, review:

9.4 Time Expressions (page 200)

THE FUTURE—*YES/NO* QUESTIONS

Have students cover the first and last columns of the chart. Play a similar dice and coin game as above. Have students number the subjects 1–6. Working in pairs, have one partner roll a die and ask a future *yes/no* question about that subject. The other partner will flip the coin and give an answer accordingly. Heads is *yes*, tails is *no*. As before, they can use any verbs and ends of sentences in the chart, or their own ideas. A roll of 3 and a flip of heads could result in: Partner A – *Is Victor going to need a form?* Partner B – *Yes, he is.* Have students play several rounds. Monitor pair work.

If necessary, review:

9.5 The Future—*Yes/No* Questions (page 206)

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THE FUTURE—*WH-* QUESTIONS AND QUESTIONS WITH *HOW LONG*

Have students close their books. Write the following phrases on the board.

when Taslima move to California
why Mi Son buy a new car
how many there be
how long bus trip take

Ask volunteers to come to the board and write complete questions using *be going to* and the phrases. Have other students come to the board and write short answers. If necessary, remind students not to repeat nouns in the answers but to use pronouns instead.

If necessary, review:

9.6 The Future—*Wh-* Questions (pages 208-209)

9.7 The Future—Questions with *How Long* (page 211)

THE FUTURE—SUBJECT QUESTIONS

Have students close their books. Write the following on the board:

I'm going to move. – what/happen
My friends are (going to help me). – who/help (you)
Four (friends are going to help me). – how many/help (you)
Phone, Internet, and TV (are going to come with the package). – which services/come with the package

Have students use the given answers and prompts to write subject questions. Then have them compare their questions with those in the chart.

If necessary, review:

9.8 The Future—Subject Questions (page 212)

REVIEW

Time: 15–20 min.

1. are going to move; **2.** Where are you going to move; **3.** 're going to go; **4.** Why are you going to go; **5.** 's going to be; **6.** 's not (OR isn't) going to be; **7.** 's going to get; **8.** How long are you going to stay; **9.** 're going to live; **10.** 'm going to work; **11.** 're going to come; **12.** When are you going to move; **13.** 're going to pack; **14.** 're not (OR aren't) going to take; **15.** 're going to give; **16.** Are you going to rent; **17.** are you going to hire; **18.** 're going to pick up; **19.** What's going to happen; **20.** 's going to come; **21.** 's going to drive; **22.** 'm going to fly; **23.** 'm going to miss; **24.** 're going to come; **25.** Are you going to move; **26.** 'm going to have; **27.** When are you going to have; **28.** Are you going to have; **29.** 's (OR is); **30.** 're going to be; **31.** Who's going to help; **32.** 's going to visit

FROM GRAMMAR TO WRITING

PART 1 EDITING ADVICE

Time: 10–15 min.

PART 2 EDITING PRACTICE

Time: 10–15 min.

Answers: 1. 're going to have; **2.** C; **3.** are you going to have; **4.** is (OR 's) it going to be; **5.** The party is (OR 's) going to be; **6.** C; **7.** Who's going to be; **8.** C; **9.** C; **10.** we're going; **11.** I'm going to order; **12.** is (OR 's) the party going to start; **13.** At; **14.** C

PART 3 WRITE

Time: 30–40 min.

Have students read the direction line. Look at the picture as a class and read aloud the example sentence. Have students complete the activity individually. Collect for assessment.

Answers will vary.

PART 4 LEARNER'S LOG

Time: 15–20 min.

1. Have students close their books. Ask: *What have we learned about in this unit?* Elicit ideas and write the topics that students will write about on the board. (*preparing for a new baby resale shops, preparing to move, renting a truck)*
2. Have students open their books, read the directions, and complete the Learner's Log.
3. Have students compare logs in pairs.

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UNIT

10 CHOICES

GRAMMAR CHARTS

10.1 Comparative Forms of Adjectives (pages 223–224)
10.2 Comparisons with Nouns and Verbs (page 228)
10.3 Superlative Forms of Adjectives (page 233)
10.4 Spelling of the *-est* Form (page 233)
10.5 Superlatives with Nouns and Verbs (page 237)

UNIT OPENER

Have students look at the photo as you read the caption. Ask: *What do you see in the photo?* (many roads crossing over each other) Read the quote and rephrase it if necessary. Ask: *Do you agree with the quote? Why or why not?* For more discussion questions, open the activity on the Classroom Presentation Tool.

CONTEXT NOTE

Roads are often seen as a symbol of life, and forks or intersections in a road can symbolize choices. We are faced with choices every day. They may be small and have insignificant consequences, such as the choice of what to eat for breakfast. Or they may be big and have a significant impact on our lives, such as deciding to go to university or move to another city. Generally, having choices is desirable. However, having too many choices can be overwhelming and lead to either making decisions impulsively (and perhaps being unhappy with our choice later) or not making a decision at all. Psychologist Barry Schwartz suggests that rather than try to make the perfect decision, we should make decisions we are satisfied with.

ABOUT THE QUOTE

Eleanor Roosevelt was a diplomat, human rights supporter, and politician. Orphaned at a young age and trained in school to be a leader, she married Franklin Roosevelt, who later became the president of the United States. Eleanor also transformed the role of First Lady. She died in 1962.

BEFORE YOU READ page 222

Time: 5 min.

Answers will vary.

READING 1 10.1

Higher Education page 222

Time: 10–15 min.

1. Have students look briefly at the photo and the reading on page 222. Ask: *What is the reading about? How do you know?* Have students make predictions.
2. In small groups, have students discuss the Before You Read questions and report their answers to the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *How many levels of degrees can you earn in higher education?* (four) Explain the difference between each one if necessary. Ask: *Which degree would you like to earn if you don't have it already?*
4. Play the audio and have students read along silently.

COMPREHENSION page 222

Time: 5–10 min.

Answers: 1. T; **2.** F; **3.** T

WORDS TO KNOW page 223 10.2

Time: 10–15 min.

1. If needed, create additional sentences for terms such as *bachelor's degree* and *tuition*. For example, say: *I have a bachelor's degree in Teaching English as a Second Language. Tuition can be expensive. It can cost $500 per semester hour.* Elicit from students the tuition for your school.
2. Use images or realia to illustrate *certificate, campus,* and *childcare*.

SKILL PRACTICE: READING AND SPEAKING

Have students work in pairs. Have one student read the sentences in the Words to Know chart, saying "blank" instead of the vocabulary words. He or she should read the sentences out of order. The other student guesses which vocabulary words go in the blanks.

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LISTEN page 223 10.3

Time: 10–15 min.

Answers: 1. True; **2.** True; **3.** False; **4.** True; **5.** False; **6.** True; **7.** False; **8.** True

CONTEXT NOTE

An associate's degree is granted for training in "vocational" occupations, such as lab technician, nutritionist, and computer technician. A bachelor's degree is awarded for core work and some proficiency in a certain subject area. A master's degree is awarded for mastery of a field of study and may permit teaching in colleges or universities. A doctorate degree is awarded for expert knowledge in a certain field and permits graduates to teach in colleges and universities.

Abbreviations for degrees depend upon the field of study (e.g., BA and AB: bachelor of arts, BS: bachelor of science; MA: master of arts, MBA: master of business administration, MS: master of science; PhD: doctor of philosophy (in the humanities), EdD: doctor of education, DCJ: doctor of criminal justice).

Tuition cost for American colleges and universities includes fees for credit hours for coursework, or the number of hours students spend in class per week during a quarter or semester. Degrees require the completion of a certain number of hours.

Online search terms: online college catalogs; [college name] classes offered, tuition, campus life

10.1 Comparatives Forms of Adjectives pages 223–224

Time: 10–15 min.

1. Have students cover the Examples and Explanation columns of grammar chart **10.1**. Elicit the purpose of comparatives (to compare two people or things) and the basic form (adj + *-er* (*than*)) and write them on the board.
2. Have students look through the first two columns of the chart. Ask: *What rules can you observe for forming comparatives?* Have students make predictions.
3. Have students look at the complete chart. Review the forms, examples, and explanations carefully. Be sure students understand the meaning of s*yllable* (a unit of pronunciation having one vowel sound). Answer any questions students may have.
4. Direct students' attention to the Notes. Clarify that when *than* is left out, it is implied (e.g., *but the college is more convenient* [*than the university*]). Check comprehension. Ask: *What two things are being compared?* (the college and the university) Have students say some of the examples in the chart adding the word *much*.
5. Go over the Grammar in Use box. Write this sentence on the board: *She is richer than I am, but I am happier* _____. Ask the class to fill in the blank with both possibilities. (*than she is/than her*) Then have them tell you which is more formal. (*than she is*) Stress that using object pronouns (e.g., *him, her, me*) after *than* is not acceptable in academic writing.

SKILL PRACTICE: SPEAKING

Have students go back to the reading on page 222 and find the comparative adjectives and say what pattern each comparative form follows, matching it to an explanation in grammar chart **10.1**.

EXERCISE 1 page 224

Time: 5–10 min.

Answers: 1. busier; **2.** more excited; **3.** friendlier/more friendly; **4.** more convenient; **5.** bigger; **6.** finer; **7.** lazier; **8.** harder; **9.** funnier; **10.** more expensive; **11.** larger; **12.** more interesting; **13.** quieter/more quiet; **14.** hotter; **15.** better; **16.** kinder; **17.** madder; **18.** later; **19.** worse; **20.** cheaper; **21.** simpler/more simple; **22.** longer; **23.** more beautiful; **24.** colder; **25.** smaller; **26.** angrier; **27.** more boring; **28.** healthier/more healthy

EXERCISE 2 page 225

Time: 10–15 min.

Answers: 1. more flexible than; **2.** more expensive than; **3.** smaller than; **4.** busier than; **5.** more convenient than; **6.** bigger than; **7.** older than; **8.** better

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SKILL PRACTICE: SPEAKING

Have students give explanations for each comparison in Exercise 2 (e.g., *Wilson College is more convenient because they have night and weekend classes.*).

EXERCISE 3 pages 226–227 10.4

Time: 10–15 min.

Answers:

Conversation 1

1. cheaper than; **2.** closer; **3.** older; **4.** younger than

Conversation 2

5. more convenient; **6.** busier than

Conversation 3

7. more expensive than; **8.** better than; **9.** more convenient than; **10.** more important than

Conversation 4

11. harder than; **12.** worse than; **13.** more interesting than

SKILL PRACTICE: SPEAKING

Have students practice the conversations in Exercise 3 in pairs. Ask volunteers to role-play the conversations in front of the class.

ABOUT YOU pages 227–228

Time: 5–10 min.

Answers will vary.

SKILL PRACTICE: WRITING

Have students work with a partner to compare their favorite singers or actors. Say: *You can use the adjectives from the list or your own ideas.* Ask volunteers to share some of their comparisons with the class.

10.2 Comparisons with Nouns and Verbs page 228

Time: 5–10 min.

1. Have students look at grammar chart **10.2**. Carefully review the examples and explanations.
2. For comparisons with nouns, explain that *more* can be used before both plural count and noncount nouns (e.g., *more books, more help*). Clarify that the third explanation describes another type of shortened or implied form similar to that explained in the Notes in chart **10.1**.
3. Check comprehension. Write a mixed list of plural count and noncount nouns on the board (e.g., *people, water, books, trains, rice, cars*). Have students use the rules in the chart to make sentences with comparisons about these items. Discuss as a class.

ABOUT YOU pages 228–229

Time: 10–15 min.

Answers will vary.

SKILL PRACTICE: SPEAKING

Ask volunteers to share some of their comparisons from the About You exercise with the class.

EXERCISE 4 page 229

Time: 10–15 min.

Answers: 1. more students than; **2.** less than; **3.** more night classes than; **4.** fewer books; **5.** more campuses than; **6.** fewer students; **7.** more students; **8.** fewer married students than

SKILL PRACTICE: SPEAKING

Have students explain their comparisons in Exercise 4 (e.g., #1, *Cassidy University has 10,000 students, and Central Community College has only 2,000.*).

EXERCISE 5 page 230

Time: 10–15 min.

Answers: 1. less; **2.** more; **3.** more; **4.** fewer; **5.** more; **6.** more; **7.** more; **8.** more; **9.** more; **10.** less

BEFORE YOU READ page 231

Time: 5 min.

Answers will vary.

READING 2 10.5

Buying a Car page 231

Time: 10–15 min.

1. Have students look briefly at the reading and picture on page 231. Have students predict what the reading is about.

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2. Ask: *Is it easy to buy a car?* In small groups, have students discuss the Before You Read questions. Ask volunteers to share their answers with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *Can car buyers negotiate for a lower price?* (yes, sometimes) *Is this practice common in your country? Do you have any strategies for negotiating prices?*
4. Play the audio and have students read along silently.

COMPREHENSION page 232

Time: 5–10 min.

Answers: 1. T; **2.** F; **3.** T

WORDS TO KNOW page 232 10.6

Time: 10–15 min.

1. Use pantomime to illustrate *make a decision* and *consider*. For *make a decision*, act out making a decision. Put books on your desk, and act out choosing one. For *consider*, mime the action by tilting your head to one side and looking thoughtful.
2. Use realia and additional examples to further define *depend on* and *repair.* For example, hold up a pen and say: *Can I use this pen? It depends on whether it has ink. It must have ink.* For *repair*, say: *The car won't start; the window is broken. The car needs repairs*.
3. If necessary, use a visual to illustrate *coworker, condition, mileage, extras,* and *mechanic.*
4. To check comprehension of *fuel economy,* ask: *Do you think a small or a big car has better fuel economy?* To check comprehension of *economical*, ask: *What brand of cars are not economical?*

SKILL PRACTICE: SPEAKING

Have students practice the conversation in pairs. Ask volunteers to role-play all or part of the conversation in front of the class.

LISTEN page 232 10.7

Time: 10–15 min.

Answers: 1. False; **2.** True; **3.** True; **4.** False; **5.** True; **6.** False; **7.** True; **8.** False

CONTEXT NOTE

In addition to car payments and repairs, buyers also have to pay for registration, taxes, gas, and insurance (which is usually required by the state). A new car that requires extensive amounts of repair, due to defects not apparent at the time of purchase, at the expense of the owner, is called a *lemon*, and states have laws that protect buyers in this situation. Sometimes a car will have a *recall*, when a feature has a safety problem that has to be brought back to the manufacturer for a free repair. The price the car dealership advertises is called the *asking price* or the *sticker price*. When negotiating a price, it is important to do research ahead of time, and be prepared to give a reason for the price you ask for.

Online search terms: Kelley Blue Book®; (used) car dealerships [city/town]; rules for leasing a car

10.3 Superlative Forms of Adjectives page 233

Time: 10–15 min.

1. Have students look at grammar chart **10.3**. Point out that superlatives name the number one item in a group. Have students recall how to form the comparative (adjective + *-er* (*than*) or *more* + adjective (than)) Ask: *How are superlatives similar? What are the two superlative forms?* (adjective + *-est* or *the most* + adjective) *What word comes before a superlative?* (*the*)
2. Carefully review the forms, examples, and explanations in the chart.
3. Review the Notes. For the first Note, explain that a prepositional phrase after a superlative often identifies the group (group: cars in the parking lot). Give an additional example: *My mother is the best mother in the world.* Ask: *What is the group?* (all the mothers in the world) For the second Note, explain that *one of the* is used to describe one of the items in a group of items that are all described by the superlative that follows. Give additional examples (e.g., *This show is one of the worst shows on TV. That is one of the best songs ever written.*). For the third Note, elicit other examples with possessive forms (e.g., *your worst day, her best job*).

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SKILL PRACTICE: WRITING AND SPEAKING

Have students go back to the reading and circle all the superlatives. Have students discuss which explanation in chart **10.4** each form follows. Then ask several students to share their conclusions with the class.

10.4 Spelling of the *-est* Form page 233

Time: 5–10 min.

1. Have students look at grammar chart **10.5**. Review the examples of simple and superlative adjectives and the explanations.
2. Check comprehension by asking students the superlative form of familiar and unfamiliar adjectives. Tell students they do not need to know what the words mean. Say the words as you write them on the board: *fast, dry, handy, sad, young, early, weird, strange*. Elicit the answers from the class and write them on the board (*fastest, driest, handiest, saddest, youngest, earliest, weirdest, strangest*). Ask volunteers to identify the spelling rule for each word.

EXERCISE 6 page 234

Time: 5–10 min.

Answers: 1. the most interesting; **2.** the earliest; **3.** the most convenient; **4.** the biggest; **5.** the finest; **6.** the laziest; **7.** the funniest; **8.** the most expensive; **9.** the friendliest/the most friendly; **10.** the quietest/the most quiet; **11.** the hottest; **12.** the best; **13.** the kindest; **14.** the maddest; **15.** the latest; **16.** the most helpful; **17.** the busiest; **18.** the most beautiful; **19.** the healthiest/the most healthy; **20.** the smallest

EXERCISE 7 page 234

Time: 10–15 min.

Answers: 1. the cheapest; **2.** the most expensive; **3.** the biggest; **4.** the oldest; **5.** the newest; **6.** the most economical; **7.** the best; **8.** the worst

EXERCISE 8 pages 235–236 10.8

Time: 10–15 min.

Answers:

Part A

1. the biggest; **2.** the best; **3.** the closest; **4.** the most convenient; **5.** the best; **6.** the hardest; **7.** the smartest

Part B

8. the earliest; **9.** the hardest; **10.** the latest; **11.** the fastest; **12.** the most expensive; **13.** the most economical; **14.** the slowest

SKILL PRACTICE: SPEAKING

Have students practice the short conversations in Exercise 8 with a partner. Ask volunteers to role-play the conversations in front of the class.

ABOUT YOU pages 236

Time: 10–15 min.

Answers will vary.

10.5 Superlatives with Nouns and Verbs page 237

Time: 5–10 min.

1. Have students look at grammar chart **10.5**. Activate students' prior knowledge. Ask: *How do we use* more, less, *and* fewer *in comparative statements?* (They go before a noun. *Less* is used with noncount nouns; *fewer* is used with count nouns.) Ask: *What are the superlatives used with nouns and verbs?* (*the most, the least, the fewest*) Review the examples and explanations. Point out that the superlative form can also be used after verbs.
2. Have students give additional examples. Prompt by asking questions such as: *Who eats the most candy in your family? Who watches the least TV?*
3. Go over the Grammar in Use box and elicit additional examples of the superlative with a possessive (e.g., *my most expensive shoes*).

EXERCISE 9 page 237 10.9

Time: 10–15 min.

Answers: 1. the cheapest; **2.** The cheapest; **3.** the most expensive; **4.** the most repairs; **5.** the most economical; **6.** the best; **7.** the most extras; **8.** best

ABOUT YOU page 238

Time: 10–15 min.

Answers will vary.

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EXERCISE 10 pages 238–239

Time: 10–15 min.

Answers: 1. more expensive than; **2.** the most expensive; **3.** more information than; **4.** the most economical; **5.** better than; **6.** cheaper than; **7.** the nicest; the best; the fewest; **8.** more beautiful than; **9.** better; **10.** less convenient than

EXERCISE 11 page 239

Time: 5–10 min.

Answers: 1. more popular; **2.** more economical/the most economical; **3.** less convenient/the least convenient; **4.** the quietest/the most quiet; **5.** the noisiest/the most noisy; **6.** quieter/more quiet; **7.** noisier/more noisy; **8.** cheaper; **9.** more expensive; **10.** the least expensive

FUN WITH GRAMMAR page 239

Time: 10–15 min.

Answers will vary.

SUMMARY OF UNIT 10

Time: 20–30 min.

COMPARATIVE FORMS OF ADJECTIVES

Have students work in pairs to come up with one more comparative form for each use (except for the irregular forms) and use it in a sentence. Have them make an example sentence using the irregular forms in the chart, as well. Compare as a class.

If necessary, review:

10.1 Comparative Forms of Adjectives (pages 223–224)

SUPERLATIVE FORMS OF ADJECTIVES

Provide students with a visual of at least three things—cars, houses, animals, etc. Have students then describe the things to a partner using superlatives. Compare ideas as a class. Have students identify the different uses and spellings of their examples by comparing them to the chart.

If necessary, review:

10.3 Superlative Forms of Adjectives (page 233)

10.4 Spelling of the *-est* Form (page 233)

COMPARATIVES AND SUPERLATIVES WITH NOUNS AND VERBS

Have students create comparative and superlative statements about family members (e.g., *My brother cooks better than my sister. My younger sister has the most kids in the family. My grandmother gets fewer text messages than my mother.*). Compare statements as a class.

If necessary, review:

10.2 Comparisons with Nouns and Verbs (page 228)

10.5 Superlatives with Nouns and Verbs (page 237)

REVIEW

Time: 15–20 min.

Answers: 1. cheaper; **2.** fewer repairs; **3.** less expensive; **4.** easier; **5.** less gas; **6.** more extras; **7.** the most beautiful; **8.** the least expensive; **9.** worse; **10.** the best; **11.** the most economical; 1**2.** the quietest/the most quiet; **13.** the loudest; **14.** better; **15.** the best; **16.** the most expensive; **17.** cheaper; **18.** simpler/more simple; **19.** less; **20.** nicer; **21.** more beautiful

FROM GRAMMAR TO WRITING

PART 1 EDITING ADVICE

Time: 10–15 min.

PART 2 EDITING PRACTICE

Time: 10–15 min.

Answers: 1. the best; **2.** C; **3.** C; **4.** easiest; **5.** the most expensive; **6.** better; **7.** than; **8.** C; **9.** C; **10.** younger; **11.** cheaper than; **12.** C; **13.** easier; **14.** her youngest; **15.** the best

PART 3 WRITE

Time: 30–40 min.

Have students read the direction line. Look at the picture as a class and ask a volunteer to complete the example sentence. Have students complete the activity individually. Collect for assessment.

Answers will vary.

PART 4 LEARNER'S LOG

Time: 15–20 min.

1. Have students close their books. Ask: *What have we learned about in this unit?* Elicit ideas and write the topics that students will write about on the board. (*choosing a college or university* and *buying a car*)
2. Have students open their books, read the directions, and complete the Learner's Log.
3. Have students compare logs in pairs.

Answers will vary.

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UNIT

11 CAREERS

GRAMMAR CHARTS

11.1 The Past of *Be*—Affirmative Statements (page 248)
11.2 The Past of *Be*—Negative Statements (page 249)
11.3 Time Expressions in the Past (page 250)
11.4 The Past of *Be*—*Yes/No* Questions (page 251)
11.5 The Past of *Be*—*Wh-* Questions (page 252)
11.6 The Past of *Be*—Subject Questions (page 253)
11.7 The Simple Past of Regular Verbs—Affirmative Statements (pages 256–257)
11.8 Spelling of the *-ed* Form (page 257)
11.9 The Simple Past of Irregular Verbs—Affirmative Statements (page 258)
11.10 The Simple Past—Negative Statements (page 259)
11.11 The Simple Past—*Yes/No* Questions (pages 264–265)
11.12 Other Irregular Verbs in the Simple Past (page 266)
11.13 The Simple Past—*Wh-* Questions (page 267)
11.14 The Simple Past—Subject Questions (page 268)
11.15 More Irregular Verbs in the Simple Past (page 269)

UNIT OPENER

Have students look at the photo as you read the caption. Ask: *What is this person's job?* (She's a lobsterwoman; she catches lobsters.) Read the quote and rephrase it if necessary. Ask: *Do you agree with the quote? Why or why not?* For more discussion questions, open the activity on the Classroom Presentation Tool.

CONTEXT NOTE

Americans are generally considered hardworking, logging long hours and taking little time off, even for lunch. According to the U.S. Bureau of Labor Statistics, the occupations with the most employment in 2018 were: retail salespersons; food preparation and serving workers, including fast food; cashiers; office clerks; manual laborers; customer service representatives; waiters and waitresses; general and operational managers; and personal care aides. Of these occupations, general and operations managers made the most money, earning an annual mean wage of almost $125,000. On the other end of the spectrum, food preparation and serving workers earned an annual mean wage of less than $25,000.

ABOUT THE QUOTE

Abraham Lincoln was the sixteenth president of the United States, from 1860 to1865, during the American Civil War. Born into a poor family, Lincoln educated himself, becoming a lawyer and politician, and then president. He was killed in 1865.

BEFORE YOU READ page 246

Time: 5 min.

Answers will vary.

READING 1 11.1

Job Applications page 246

Time: 10–15 min.

1. Have students look briefly at the reading on page 246. Ask: *What is the reading about?* Have students make predictions.
2. Ask: *What do you look for jobs?* In small groups, have students discuss their answers to the Before You Read questions. Ask several students to share their knowledge and experience with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *What kind of jobs often have more than one interview* (professional jobs) *What kind of interviews have you had? Share some of the questions that interviewers asked*.
4. Play the audio and have students read along silently.

COMPREHENSION page 246

Time: 5–10 min.

Answers: 1. T; **2.** F; **3.** F

WORDS TO KNOW page 247 11.2

Time: 10–15 min.

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1. If necessary, further define *stop by, tricky*, and *shift*. For example, for *stop by*, say: *To* stop by *is to go to a friend's or relative's house but not tell the person you are coming for a visit.* For *tricky*, say: Tricky *means difficult, not as it seems, or having many things to consider.* For *shift*, say: *Companies that operate 24 hours divide the work into* shifts, *for example, 7 a.m.–3 p.m.; 3 p.m.–11p.m.; 11 p.m.–7 a.m.*
2. You may need to create additional examples for *apply for*, such as: *My daughter is going to apply for a job as a waitress in a restaurant.*
3. Have students underline an example of each vocabulary item in the reading. Point out the two uses of *interview* to be sure students see and understand them.

SKILL PRACTICE: SPEAKING

Have students practice the conversation in the reading in pairs. Ask volunteers to role-play all or part of the conversation in front of the class.

LISTEN page 247 11.3

Time: 10–15 min.

Answers: 1. True; **2.** False; **3.** True; **4.** False; **5.** False; **6.** True; **7.** False; **8.** True

CONTEXT NOTE

Discount department stores may offer a wide variety of employment positions. Stores need cashiers, cleaners, cooks, office clerks, drivers, and technicians. The company also needs salaried employees to work in corporate offices. There are many different kinds of careers involved in retail or selling goods to the public (e.g., finance, human resources, information systems, inventory control, legal, management, marketing, merchandising and buying, real estate).

Online search terms: sample job application; types of retail jobs; advice for filling out job applications; retail jobs available near me

11.1 The Past of *Be*—Affirmative Statements page 248

Time: 5–10 min.

1. Have students look at grammar chart **11.1**. Review the examples.
2. Check comprehension by having students make sentences. Have them close their books. Call out a past form of *be* and ask different students to use it in a sentence. Next, call out a subject at random, and ask students to use it in a past sentence with the correct form of *be*.

EXERCISE 1 page 248

Time: 5–10 min.

Answers: 1. was; **2.** were; **3.** was; **4.** were; **5.** was; **6.** were; **7.** were; **8.** was; **9.** were; **10.** was

11.2 The Past of *Be*—Negative Statements page 249

Time: 5–10 min.

1. Have students look at grammar chart **11.2**. Point out that adding *not* after the verb *be* negates it.
2. Point out the Notes. Ask: *What kind of words follow* any *or* no? (nouns)

SKILL PRACTICE: READING

Have students return to the reading. In pairs, ask students to review each use of *was* and *were* and underline the subject.

EXERCISE 2 page 249

Time: 5–10 min.

Answers: 1. was; **2.** wasn't; **3.** weren't; **4.** was; **5.** wasn't, was; **6.** weren't; **7.** were; **8.** wasn't; **9.** were; **10.** weren't; **11.** wasn't; **12.** weren't

11.3 Time Expressions in the Past page 250

Time: 5–10 min.

1. Have students look at grammar chart **11.3**. Elicit the past time words in the expressions (*ago, yesterday, last*) as you review the examples and explanations. Stress the use of *ago* with numbers.
2. Have students work in pairs to write one sentence for each type of time expression in the past. Ask volunteers to share their sentences with the class.

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SKILL PRACTICE: WRITING

Have students write five time phrases each for *ago, yesterday*, and *last* that do not use numbers or words in the chart. Have students then create affirmative and negative sentences using the time expressions and share them with the class.

ABOUT YOU page 250

Time: 10–15 min.

Answers will vary.

1. I wasn't in a department store two hours ago.
2. I was/wasn't late for work (OR class) last week.
3. I was/wasn't at a job interview yesterday.
4. I was/wasn't an employee at a store last year.
5. I was/wasn't an employer in my country.
6. I was/wasn't in my country last month.
7. I was/wasn't confused at the beginning of this class.
8. I was/wasn't with my family last weekend.
9. I was/wasn't at a different school a few months ago.
10. I was/wasn't in college in my country.

11.4 The Past of *Be*—*Yes/No* Questions page 251

Time: 5–10 min.

1. Have students look at the first part of grammar chart **11.4**. Elicit the word order for this type of *yes/no* question and write it on the board (*was/were* + subject + rest of sentence). Say: *When making a* yes/no *question with the past tense of* be*, remember to invert the subject and verb. Put* was *or* were *before the subject.* Review the example questions.
2. Have students compare statements and questions in the second part of the chart.

SKILL PRACTICE: SPEAKING

Have students work in pairs to identify the implied rest of the sentence in the short answers in grammar chart **11.4**. For example, for the first short answer, ask: *Yes you were what?* (on time today) Monitor pair work.

EXERCISE 3 page 251

Time: 5–10 min.

Answers:

1. Was she at a job interview? No, she wasn't.
2. Were many people (OR they) at BigMart to apply for jobs? Yes, they were.
3. Were there (any) questions about her family? No, there weren't.
4. Was the job application (OR it) easy to fill out? Yes, it was.
5. Was Halina (OR she) surprised by some of the questions? Yes, she was.
6. Were many people (OR they) in line for interviews? No, they weren't.
7. Was Halina (OR she) with Dorota this morning? No, she wasn't.
8. Was Halina (OR she) at BigMart (today) for the sales? No, she wasn't.

11.5 The Past of *Be*—*Wh-* Questions page 252

Time: 5–10 min.

1. Have students look at the first part of grammar chart **11.5**. To activate students' prior knowledge, ask: *How are* wh- *questions different from* yes/no *questions?* (*Wh-* questions ask for information and start with a question word. *Yes/No* questions ask for a *yes/no* answer and do not begin with a question word. They begin with *was/were* for questions about the past with *be*.)
2. Review the example questions and answers in the chart with the class. Note the example answer: *It was great!* Remind students that some short answers can be in complete sentences if they give a very general piece of information as an answer.
3. Have students compare the statement and question in the second part of the chart.
4. Have students close their books. Ask the class *wh-* questions about their day yesterday, such as, *How long was class yesterday? Where were you yesterday?* If needed, remind students that *wh-* short answers do not contain the subject.

EXERCISE 4 page 252

Time: 10–15 min.

Answers:

1. Where were you?
2. Why was your employer (OR he/she) surprised?
3. How were the questions (OR they)?

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4. Where were they?
5. When were you there (OR at BigMart)?

SKILL PRACTICE: SPEAKING

Have students practice the short conversations in Exercise 4 in pairs and then create similar conversations. Ask volunteers to role-play new conversations in front of the class.

11.6 The Past of *Be*—Subject Questions page 253

Time: 5–10 min.

1. Have students look at grammar chart **11.6**. Remind students that in subject questions, the subject is a question word or phrase. Review the examples and short answers.
2. Direct students' attention to the Answer column. Ask: *How do you answer a subject question?* (With the subject of a sentence rather than the complement of a sentence.)
3. Write the following short answers on the board: *the student by the window; three or four*. Ask students to write questions that could be answered by these short answers. Ask several students to share their questions with the class.

EXERCISE 5 page 253

Time: 5–10 min.

Answers:

1. was there?
2. questions were on the application/they?
3. was (surprised)?
4. positions were available (last month)?
5. was wrong (with my application)?
6. questions were tricky?

SKILL PRACTICE: WRITING AND SPEAKING

Have students write answers to the questions in Exercise 5 giving specific information (e.g., #2: *What kinds of questions were on the application?* Questions *about work experience.*). Then have students take turns asking and answering the questions in pairs.

EXERCISE 6 pages 253–254 11.4

Time: 10–15 min.

Answers: 1. Were you; **2.** What was; **3.** Were there; **4.** Was; **5.** were; **6.** wasn't; **7.** Were there; **8.** There were; **9.** weren't; **10.** was

BEFORE YOU READ page 255

Time: 5 min.

Answers will vary.

READING 2 11.5

Job Interviews page 255

Time: 10–15 min.

1. Have students look briefly at the reading and picture on page 255. Ask: *What is the young man doing?* (studying his job application) *What is the reading going to be about?* Have students make predictions.
2. Ask: *What kind of places do you like to work?* As a class, have students discuss their answers to the Before You Read questions. Have students take a survey to find out which work environments classmates like. Appoint students to call out the questions and to write and tally the results on the board.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *What is the purpose of a 90-day trial period?* (to find out if the person is a good fit for the company) *Do you think a trial period is a good idea for both employee and employer?*
4. Play the audio and have students read along silently.

COMPREHENSION page 256

Time: 5–10 min.

Answers: 1. F; **2.** F; **3.** T

WORDS TO KNOW page 256 11.6

Time: 10–15 min.

1. For *job posting*, explain that job postings are lists of open positions or job ads.
2. For *block*, display a visual or draw a map on the board of a long street with several blocks, labeling places within each block (e.g., bank, department store).
3. Use pantomime to demonstrate the meaning of *nervous.* Open your eyes very wide or rapidly, blink them, shake your body, etc., as you say: *I don't like to fly. It makes me very nervous!*
4. Create additional example sentences for *instead,* such as: *I don't want to drive to work. I want to walk instead.*

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SKILL PRACTICE: SPEAKING

Have students practice the conversation in pairs. Ask volunteers to role-play the conversation for the class.

LISTEN page 256 11.7

Time: 10–15 min.

Answers: 1. True; **2.** False; **3.** False; **4.** True; **5.** True; **6.** False; **7.** True; **8.** True

CONTEXT NOTE

Common job interview questions may include: *Tell us a little about yourself/your work experience; Why do you want to work for [company]? What are some of your strengths and weaknesses? Where do you see yourself in five years?* Questions about age, marital status, children or pregnancy, or religion are illegal in the United States.

Online search terms: common job interview questions; video job interview how-to; job interview do's and don'ts; US office culture; sample resumes

11.7 The Simple Past of Regular Verbs—Affirmative Statements pages 256–257

Time: 5–10 min.

1. Have students look at grammar chart **11.7**. Ask: *How do you form the past tense of regular verbs?* (Add *-ed* to the base form.)
2. Review the Note and then direct students' attention to the Pronunciation Note. Write on the board: *-ed = /d/, /t/, /ld/*. Read aloud the rule and the example sentences for each sound. Have students look at the verbs in the chart. Pronounce each verb and ask students to name the sound. (*/d/:* complained, filled out; */t/* talked, asked; */ld/*: needed, wanted)

SKILL PRACTICE: SPEAKING

Have students practice the pronunciation of the *-ed* ending in pairs. Write these verbs on the board for practice: *worked (/t/), filed (/d/), graded (/ld/), clashed (/t/), bagged (/d/)*. Monitor pair work. Give help with pronunciation as needed.

EXERCISE 7 page 257

Time: 5–10 min.

Answers: 1. parked; **2.** filled out; **3.** called; **4.** interviewed; **5.** asked; **6.** complained; **7.** talked; **8.** needed; **9.** used; **10.** worked

11.8 Spelling of the *-ed* Form page 257

Time: 5–10 min.

1. Have students cover the explanations in grammar chart **11.8** and look at the base forms and past forms. Ask them to guess the spelling rules based on their observations.
2. Have students check their predictions by reading the explanation column. Go over any questions they have.
3. Write additional examples on the board. Ask students what the spelling rule is (e.g., *carry/carried*, *play/played*, *drop/dropped*, *fire/fired*, *talk/talked*).

SKILL PRACTICE: SPEAKING

1. Have students practice the pronunciation of the words in grammar chart **11.8** in pairs. Monitor pair work. Give help with pronunciation as needed.
2. Have students practice the conversation in the reading in pairs. Ask volunteers to role-play all or part of the conversation in front of the class. Have students correct pronunciation errors as a class.

EXERCISE 8 page 258

Time: 5–10 min.

Answers: 1. liked; **2.** applied; **3.** studied; **4.** stopped; **5.** planned; **6.** stayed; **7.** hired; **8.** completed

11.9 The Simple Past of Irregular Verbs—Affirmative Statements page 258

Time: 10–15 min.

1. Have students look at grammar chart **11.9**. Go over the verbs in the chart. Explain that there are spelling patterns (e.g., *drink/drank, sink/sank*), but most irregular forms have to be memorized.

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2. Tell students that they can find the list of irregular verbs in Appendix C.
3. Have students close their books. Check comprehension by asking students to give the past tense form of some of the verbs in the chart. Write the verbs on the board (e.g., *take*, *make*, *give*, *do*, *say*, *know*). Ask various students to say and spell the past tense form and use it in a sentence.

EXERCISE 9 pages 258–259

Time: 5–10 min.

Answers: 1. saw; **2.** had; **3.** sent; **4.** went; **5.** took; **6.** got; **7.** told; **8.** gave; **9.** ran; **10.** felt

SKILL PRACTICE: SPEAKING

Have students practice the pronunciation of the past tense verbs in Exercises 8 and 9. Have students work in pairs. Monitor and help with pronunciation.

11.10 The Simple—Negative Statements page 259

Time: 5–10 min.

1. Tell students grammar chart **11.10** is about forming negative statements. Have students cover the chart. Say a series of past sentences and have students listen for the form (e.g., *I didn't do it. He didn't go. She didn't eat dinner. We didn't watch the movie.*). Elicit the form and write it on the board (*didn't* + base form of regular/irregular verb).
2. Have students look at the first part of grammar chart **11.10**. Review the examples. Stress that *didn't + the base form* is used for all verbs in the past, both regular and irregular.
3. Have students compare the affirmative and negative sentences in the second part of the chart. Give additional examples for *went* (e.g., *Jay went yesterday. He didn't go last week.*). Write the past tense form of a few irregular verbs on the board (e.g., *knew*, *gave*, *told*) and ask volunteers to give an affirmative and negative sentence for each one.
4. Go over the Grammar in Use box. Give a few examples of correct and incorrect past negative verbs and have students identify which are incorrect.

SKILL PRACTICE: WRITING

Have students go back to Exercise 9 and rewrite the sentences to be negative.

EXERCISE 10 pages 259–260

Time: 5–10 min.

Answers:

1. she didn't say positive things about the company.
2. she didn't park close to the office.
3. she didn't have an interview at BigMart.
4. she didn't go with Halina (OR her) to her job interview.
5. they didn't work on the weekend.
6. she didn't use Simon (as a reference).

EXERCISE 11 page 260

Time: 10–15 min.

Answers: 1. called, didn't contact; **2.** didn't get; **3.** made; **4.** didn't have; **5.** didn't expect; **6.** sent, didn't see; **7.** told; **8.** got

SKILL PRACTICE: SPEAKING

Have students practice the short conversations in Exercise 11 in pairs. Have several volunteers role-play the dialogs for the class. Have the class listen for pronunciation of past tense regular verbs in the affirmative and suggest corrections when needed.

ABOUT YOU page 261

Time: 10–15 min.

Answers will vary. Possible answers:

1. I worked on weekends in my country./I didn't work on weekends.
2. I applied (OR I didn't apply) to come to this school.
3. I applied (OR I didn't apply) online.
4. I went (OR I didn't go) to high school in my country.
5. I took (OR I didn't take) a test to enter this class.
6. I studied (OR I didn't study) English in my country.
7. I got (OR I didn't get) a job in my first month in the United States.
8. I took (OR I didn't take) classes at a different school last year.
9. I saw (OR I didn't see) my friends last night.
10. I needed (OR I didn't need) to buy a book for this class.
11. I went (OR I didn't go) to the library last week.
12. I went (OR I didn't go) to interesting places last year.

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SKILL PRACTICE: SPEAKING

Do a quick survey of students' answers to Exercise the About You exercise. Record the results on the board.

EXERCISE 12 page 262 11.8

Time: 10–15 min.

Answers: 1. didn't get; **2.** had; **3.** didn't make; **4.** knew; **5.** drove; **6.** found; **7.** knew; **8.** felt; **9.** was; **10.** learned; **11.** told; **12.** didn't complain; **13.** asked; **14.** didn't ask; **15**. didn't know; **16.** had; **17.** sent; **18.** got; **19.** told

SKILL PRACTICE: SPEAKING

1. Have students practice the conversation in pairs. Then have volunteers role-play the conversation in front of the class.
2. Have students work in pairs to create their own conversation about a successful or unsuccessful job interview.

BEFORE YOU READ page 263

Time: 5 min.

Answers will vary.

READING 3 11.9

Choosing a Career page 263

Time: 10–15 min.

1. Have students look briefly at the reading and photo on page 263. Have students describe what is happening in the photo. Have them use the photo to predict what the reading is about.
2. Ask: *What are some interesting jobs?* Have students discuss their answers to the Before You Read questions in pairs. Survey the class to find out which jobs they think are going to be important in the future.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *Which jobs are increasing?* (jobs in health care and hospitality) *Which jobs are decreasing?* (jobs in farming and the postal service) *Why do you think these kinds of jobs are increasing or decreasing?*
4. Play the audio and have students read along silently.

COMPREHENSION page 264

Time: 5–10 min.

Answers: 1. T; **2.** T; **3.** F

WORDS TO KNOW page 264 11.10

Time: 10–15 min.

1. Be sure students understand the difference between *career* (a profession that you have training for) and *job* (a paid position of regular employment). Point out the other key meaning of *job* as "task" (e.g., *His job is to mow the lawn.*).
2. Create additional sentences to clarify the meaning of *patient* and *temporary*. For *patient*, use a sentence such as: *When you receive medical care, you are a patient*. For *temporary*, say: *I worked at BigMart last year. It was a temporary job. It only lasted for the summer.*
3. When possible, use images or realia to illustrate new vocabulary.
4. Check comprehension. Ask volunteers in pairs or groups to act out selected vocabulary, such as *patient*, *physical therapist*, and *fitness instructor.*

SKILL PRACTICE: SPEAKING

Have students practice the conversation in groups of three. Ask volunteers to role-play all or part of the conversations in front of the class.

LISTEN page 264 11.11

Time: 10–15 min.

Answers: 1. False; **2.** True; **3.** True; **4.** True; **5.** True; **6.** False; **7.** True; **8.** False

CONTEXT NOTE

According to the U.S. Department of Labor, these are some of the fastest-growing jobs in the United States:

- solar and wind turbine installers and technicians
- home health aides
- personal care aides
- occupational therapy assistants
- information security analysts
- physician assistants
- statisticians
- nurse practitioners
- speech-language pathologists

Online search terms: fastest growing occupations; aide/medical assistant jobs [city/town]; aide/medical assistant training; future jobs

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11.11 The Simple Past—*Yes/No* Questions pages 264–265

Time: 5–10 min.

1. Have students look at the first part of grammar chart **11.11**. Elicit the word order for *yes/no* questions in the past and write it on the board (*Did* + subject + base form of verb + rest of question). Stress that the pattern is the same for regular and irregular verbs.
2. Go over the example questions and short answers. Have students identify regular and irregular base verbs (regular: *visit, invite, work*; irregular: *choose, know*).
3. Read and review the Pronunciation Note. Model the pronunciation of *did you* and *did he*.
4. Have students compare the statements and questions in the second part of the chart. Have students work in pairs to identify the statement that goes with each question in the chart.

EXERCISE 13 page 265

Time: 5–10 min.

Answers:

1. Did Matt need an education for his job? Yes, he did.
2. Did Matt get a bachelor's degree? No, he didn't.
3. Did Matt's employer offer on-the-job training? Yes, he (OR she) did.
4. Did Simon and Marta ask about Matt's family? No, they didn't.
5. Did Simon hear about health careers on TV? No, he didn't.
6. Did Matt help Simon's father in the hospital? No, he didn't.
7. Did Simon and Marta ask Matt a lot of questions? Yes, they did.
8. Did Matt work at the athletic club for many years? No, he didn't.

11.12 Other Irregular Verbs in the Simple Past page 266

Time: 5–10 min.

1. Have students close their books. Write the following verbs from chart **11.12** on the board: *eat*, *choose*, *read*, *write*, *spend*, *keep*, *leave*, *hear*. Have students guess the past tense forms.
2. Have students open their books and look at the chart. Have them check to see how many forms they got correct.
3. Then review all the verbs in the chart and the Pronunciation Note.

SKILL PRACTICE: SPEAKING

Have students work individually to write three questions in the simple past tense to ask their partner. Tell students to use the verbs from grammar chart **11.12**. Then put students in pairs to ask and answer their questions. Have volunteers ask and answer their questions for the class.

EXERCISE 14 page 266

Time: 10–15 min.

Possible answers: 1. spent; **2.** met; **3.** became; **4.** went/came; **5.** chose/had; **6.** thought; **7.** read; **8.** took; **9.** got/took; **10.** gave; **11.** took/had/got; **12.** kept/had, left; **13.** told; **14.** met/saw; **15.** knew; **16.** felt/got

11.13 The Simple Past—*Wh-* Questions page 267

Time: 5–10 min.

1. Have students close their books. To activate students' prior knowledge, elicit the *wh-* question formula, and have students predict the past form. Write it on the board (Question word + *did* + subject + base form of verb [+ rest of question]).
2. Write the following scrambled sentences on the board:

   did / at her last job / Susie / ? / work / how long? / What kind of job / Mr. Woods / find / did

   Have the class work together to put the questions and punctuation in order. Rewrite the questions correctly on the board. (*How long did Susie work at her last job? What kind of job did Mr. Woods find?*)
3. Have students look at both parts of grammar chart **11.13**. Review the examples. Have volunteers explain to the class the differences between the formation of affirmative statements and *wh-* questions.

EXERCISE 15 pages 267–268

Time: 5–10 min.

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Answers:

1. How many jobs did he apply for?
2. Where did you take classes?
3. What did Simon read about?
4. How many physical therapy assistants did Matt meet (in that hospital)?
5. Who did they (OR the physical therapy assistants) help?
6. How long did Marta's father stay in the hospital?
7. What kind of part-time job did Matt get?
8. How long did he (OR Matt) keep that job?
9. Why did he (OR Matt) leave?
10. Where did Simon and Marta meet Matt?

SKILL PRACTICE: SPEAKING

Have students practice the short conversations in Exercise 15 in pairs.

11.14 The Simple Past—Subject Questions page 268

Time: 10–15 min.

1. Have students cover grammar chart **11.14**. Ask volunteers to predict the word order of past subject questions and have a student write it on the board (Question word + past form of verb + rest of question).
2. Have students look at the chart. Review each question and answer.
3. Stress that short answers for subject questions in the simple past contain a piece of information, either in a short sentence or a phrase. If needed, remind students that *what* is general; the main verb indicates the type of information being asked for (*what happened* = an event/action).

EXERCISE 16 pages 268–269

Time: 5–10 min.

Answers:

1. Who took those people to the hospital?
2. What happened at work yesterday?
3. Who told you about that job?
4. How many people applied for the job as a fitness instructor?
5. Which patient spent two weeks at the hospital?
6. Which student chose a job in health services?
7. Who wrote about jobs of the future?
8. What kinds of patients needed help with their injuries?
9. How many physical therapists went to community colleges?
10. What came in the mail yesterday?

11.15 More Irregular Verbs in the Simple Past page 269

Time: 5–10 min.

Review grammar chart **11.15** with the class. Elicit the verbs that use the base form as the simple past form (*put, hurt, cost*).

SKILL PRACTICE: WRITING AND SPEAKING

Have students work individually to write three questions to ask their partner using verbs from grammar chart **11.15**. Then put students in pairs to ask and answer their questions. Have volunteers ask and answer their questions for the class.

EXERCISE 17 pages 269–270

Time: 10–15 min.

Answers:

1. **A.** Where did the patient hurt her arm?
   B. She hurt it at the gym.
2. **A.** How did she hurt her arm?
   B. She fell and broke it.
3. **A.** Which arm did she break?
   B. (She broke) her right arm.
4. **A.** Who drove her to the hospital?
   B. Her husband (drove her) (to the hospital).
5. **A.** How long did the woman stay at the hospital?
   B. (She stayed) only a few hours.
6. **A.** What kind of help did she get later?
   B. (She got) physical therapy.
7. **A.** Who helped her in her house?
   B. A home health care assistant (helped her).
8. **A.** How much did this service cost?
   B. (It cost) $20 an hour.
9. **A.** Where did she find this service?
   B. (She found it) online.
10. **A.** How much time did she miss at work?
    B. (She missed) a week.

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ABOUT YOU page 270

Time: 10–15 min.

Answers to questions will vary. Questions: 1. What did you study last year? **2.** Where did you live three years ago? **3.** Who helped you learn English? **4.** Did you work yesterday? **5.** How many classes did you take last semester? **6.** How did you get to school today?

EXERCISE 18 page 271

Time: 10–15 min.

Answers: 1. got; **2.** didn't call; **3.** asked; **4.** wanted to tell; **5.** had; **6.** had; **7.** didn't go; **8.** was; **9.** felt; **10.** wasn't; **11.** did you start; **12.** Did you send; **13.** did you apply; **14.** Did the company ask; **15.** did you need to give; **16.** Did the employer call; **17.** contacted; **18.** gave

FUN WITH GRAMMAR page 271

Time: 10–15 min.

Answers will vary.

SUMMARY OF UNIT 11

Time: 20–30 min.

THE PAST OF *BE*

Write a variety of nouns on the board (e.g., *a crowd, positions, parks, the car, a lot of questions*, *my application*). Draw a T-chart on the board and write *was* at the top of one column and *were* at the top of the other. Have students write each noun under the correct past form of *be*. Ask pairs to choose two nouns from the board and make an affirmative and negative sentence, *yes/no* question, *wh-* question, and subject question for each one. Ask volunteers to share their work with the class.

If necessary, review:

11.1 The Past of *Be*—Affirmative Statements (page 248)

11.2 The Past of *Be*—Negative Statements (page 249)

11.4 The Past of *Be*—*Yes/No* Questions (page 251)

11.5 The Past of *Be*—*Wh-* Questions (page 252)

11.6 The Past of *Be*—Subject Questions (page 253)

THE SIMPLE PAST

Provide students with an interesting picture that evokes a lot of questions. Have pairs write an affirmative and negative statement, as well as a *yes/no*, *wh-* question, and subject question in the simple past about the picture. Encourage them to use both regular and irregular verbs.

If necessary, review:

11.7 The Simple Past of Regular Verbs—Affirmative Statements (pages 256–257)

11.8 Spelling of the *-ed* Form (page 257)

11.9 The Simple Past of Irregular Verbs—Affirmative Statements (page 258)

11.10 The Simple Past—Negative Statements (page 259)

11.11 The Simple Past—*Yes/No* Questions (pages 264–265)

11.12 Other Irregular Verbs in the Simple Past (page 266)

11.13 The Simple Past—*Wh-* Questions (page 267)

11.14 The Simple Past—Subject Questions (page 268)

11.15 More Irregular Verbs in the Simple Past (page 269)

TIME EXPRESSIONS IN THE PAST

Review the expressions in the chart and elicit different words used with *ago* and *last*. Have students write five sentences about themselves, some with true information, others with false information. Have them share these in pairs or small groups and guess which ones are true and which ones are false.

If necessary, review:

11.3 Time Expressions in the Past (page 250)

REVIEW

Time: 12–20 min.

1. was; **2.** had; **3.** didn't go; **4.** What happened; **5.** arrived; **6.** Why were you; **7.** got; **8.** parked; **9.** Why did you park; **10.** didn't find; **11.** had; **12.** didn't see; **13.** made; **14.** How many people interviewed; **15.** were; **16.** asked; **17.** wrote; **18.** knew; **19.** was; **20.** Were you; **21.** was; **22.** went; **23.** didn't get; **24.** found; **25.** did the interviewers ask; **26.** asked; **27.** told; **28.** became; **29.** Did you send; **30.** did; **31.** called; **32.** got

FROM GRAMMAR TO WRITING

PART 1 EDITING ADVICE

Time: 10–15 min.

PART 2 EDITING PRACTICE

Time: 10–15 min.

Answers: 1. did your doctor give; **2.** C; **3.** What happened; **4.** did you hurt; **5.** fell; **6.** C; **7.** didn't see; **8.** Did you call; **9.** wanted to call; **10.** C; **11.** helped; **12.** helped;

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13. stopped; **14.** did the woman do; **15.** Did she take; **16.** called; **17.** C; **18.** came; **19.** took; **20.** felt; **21.** C; **22.** go; **23.** thank; **24.** C

PART 3 WRITE

Time: 15–20 min.

Answers:

Matt: Did you have a job last year, Teresa?
Teresa: Yes, I did. I worked in the employment services department at Adams Trucking Company.
Matt: What did you do there?
Teresa: I kept information about employees. I helped employees with their problems. And I wrote reports. I used the computer a lot.
Matt: How did you get a job like that?
Teresa: Well, it wasn't difficult. It took only two years to get a certificate in human resources.
Matt: Did you like your job?
Teresa: No, I didn't. I didn't want to work for a company anymore.

PART 4 LEARNER'S LOG

Time: 15–20 min.

1. Have students close their books. Ask: *What have we learned about in this unit?* Elicit ideas and write the topics that students will write about on the board. (*ways to apply for a job, job interviews, training and education for physical therapist assistants*)
2. Have students open their books, read the directions, and complete the Learner's Log.
3. Have students compare logs in pairs.

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UNIT

12 VOLUNTEERING

GRAMMAR CHARTS

12.1 Review of Verb Tenses—Affirmative and Negative (pages 279–280)

12.2 Review of Infinitives (page 282)

12.3 Review of Modal Verbs—Affirmative and Negative (page 283)

12.4 Review of Time Expressions (page 284)

12.5 Review of *Yes/No* Questions (pages 288–289)

12.6 Review of *Wh-* Questions (pages 290–291)

UNIT OPENER

Have students look at the photo as you read the caption. Ask: *What are the people doing?* (washing a bird) *Why are they washing the bird?* (They're washing off oil.) *Who are these people? Are they paid to wash the bird?* (No, they're volunteers.) Read the quote and rephrase it if necessary. Ask: *Do you agree with the quote? Why or why not?* For more discussion questions, open the activity on the Classroom Presentation Tool.

CONTEXT NOTE

Seabirds are now shown as a common image of damage done by oil spills. The oil kills hundreds of thousands of them. It coats their feathers, stops them from flying, and destroys their homes. Oil spill disasters leave millions injured, sick, and homeless. Volunteer organizations help victims of disaster and many other kinds of people and animals who are in need.

ABOUT THE QUOTE

Tenzin Gyatso is a spiritual leader and the fourteenth Dalai Lama of Tibetan Buddhism. He is a recipient of the Nobel Peace Prize, the Congressional Gold Medal, and numerous honorary degrees for his lifelong advocacy of nonviolence against all life.

BEFORE YOU READ page 278

Time: 5 min.

Answers will vary.

READING 1 12.1

Helping Others page 278

Time: 10–15 min.

1. Have students skim the first and last paragraphs of the reading on page 278. Ask: *What is the reading about?* Have students make predictions.
2. Ask: *Do you help others? How do you help?* Have students discuss their answers to the Before You Read questions in pairs. Ask several students to share their answers with the class.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *Is volunteering popular in the United States?* (yes) *Why do you think so many people like to volunteer?*
4. Play the audio and have students read along silently.

COMPREHENSION page 278

Time: 5–10 min.

Answers: 1. T; **2.** F; **3.** F

WORDS TO KNOW page 279 12.2

Time: 10–15 min.

1. Clarify the meaning of *no problem* and *opportunity*. For *no problem*, point out that the phrase also means "It's no trouble" or "Don't worry about it." For *opportunity*, explain that the word indicates a chance to do something.
2. Create additional example sentences with synonymous terms for *really* and *count on*. For *really*, say: *I really wanted to play tennis today. I want to play very much*. For *count on*, write on the board: Count on *me = You can trust me to do it. I will do it. I will be there.*
3. Use photos and realia as necessary to illustrate other vocabulary.

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SKILL PRACTICE: SPEAKING

Have students practice the dialog in groups of 5. Ask volunteers to perform the dialog for the class.

LISTEN page 279 12.3

Time: 10–15 min.

Answers: 1. False; **2.** True; **3.** False; **4.** True; **5.** False; **6.** False; **7.** True; **8.** True

CONTEXT NOTE

Most volunteering in the United States is done for religious organizations or educational/youth service organizations. People also volunteer for social or community organizations and for hospital/health organizations.

Mentoring is another popular type of volunteer work in the United States. Adults work with young people in need. They help out with homework, give advice, offer emotional support, and much more.

Online search terms: volunteer opportunities [city/town]; how can I volunteer; volunteer event calendar [city/town]

12.1 Review of Verb Tenses—Affirmative and Negative

pages 279–280

Time: 10–15 min.

1. Review the examples and explanations for each tense in grammar chart **12.1**.
2. Have students close their books. Write rules for formation of each tense on the board and have students provide example affirmative and negative statements.

SKILL PRACTICE: SPEAKING

Make a list of many verbs on the board, mixing all of the tenses in chart **12.1**. Put students in pairs or groups. Have them sort out the verbs by tense, make a sentence for each one, and share their answers with the class.

SKILL PRACTICE: WRITING

Provide a topic from this course (e.g., becoming a citizen, filling out applications, getting a job) and write it on the board. Have students make sentences about the topic using the simple present, the present continuous, the future, and the simple past.

EXERCISE 1 pages 280–281

Time: 5–10 min.

Answers: 1. is talking/'s talking; **2.** are sitting; **3.** found; **4.** likes; **5.** are enjoying; **6.** gave; **7.** is going to buy/'s going to buy; **8.** were; **9.** has; **10.** helped; **11.** is going to help/'s going to help; **12.** is going to be/'s going to be

EXERCISE 2 page 281

Time: 5–10 min.

Answers:

1. They aren't having lunch.
2. They aren't (OR They're not) talking about their problems now.
3. He didn't want to stay in his old apartment.
4. It wasn't big enough for his family.
5. She doesn't feel strange anymore.
6. He didn't give him advice about jobs.
7. They didn't have much free-time then.
8. They don't need a new car.
9. She isn't (OR She's not) going to look for another job soon.
10. They aren't (OR They're not) going to move into a new apartment.

12.2 Review of Infinitives

page 282

Time: 5–10 min.

1. Have students cover grammar chart **12.2** and tell them this chart reviews infinitives. Elicit the infinitive form (*to* + base form of a verb). Write example sentences on the board for each use, such as: *I like to eat cake. We're sad to leave. It takes time to learn a language.* Elicit or point out each type of use (after verbs or adjectives, or with *It* expressions) and write them on the board.

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2. Review the explanations. Be sure students are able to identify the adjectives that come before the infinitives.
3. Have students close their books and write two example sentences for each use. Have students discuss their examples with a partner and then share answers with the class.

SKILL PRACTICE: SPEAKING

Have students work in pairs to create a conversation about things they *want, need, like, expect,* and *try,* and why. Ask several pairs to perform their conversation for the class.

EXERCISE 3 page 282

Time: 5–10 min.

Answers will vary.

12.3 Review of Modal Verbs—Affirmative and Negative

page 283

Time: 5–10 min.

1. Have students look at grammar chart **12.3**. Review the examples and explanations.
2. Have students close their books. Give students additional examples for each modal and ask them to explain what the sentences mean. For example, write on the board: *I can build a house.* Ask: *What does this mean?* (I have the ability to build a house. Or it's OK to build a house; I have permission.)

SKILL PRACTICE: WRITING

Have students write an additional affirmative and negative sentence for each modal verb phrase in chart **12.3**.

ABOUT YOU page 283

Time: 5–10 min.

Answers: 1. have to/don't have to; **2.** can/can't; **3.** should/shouldn't; **4.** have to/don't have to; **5.** can/can't; **6.** should/shouldn't; **7.** can/can't; **8.** have to/don't have to

EXERCISE 4 pages 283–284 12.4

Time: 10–15 min.

Answers:

Part 1

1. need; **2.** don't get; **3.** don't know; **4.** aren't/'re not; **5.** can help; **6.** are going to meet; **7.** has to drive; **8.** practiced; **9.** 'm going to be; **10.** want to help; **11.** don't have; **12.** bought; **13.** doesn't need to use

Part 2

14. 're going to prepare; **15.** 're looking for; **16.** to find; **17.** want to help; **18.** can cook; **19.** 'm going to tell; **20.** prepare; **21.** came; **22.** weren't; **23.** didn't have; **24.** volunteered to help; **25.** got; **26.** had

SKILL PRACTICE: SPEAKING

Have students practice the conversations in Exercise 4 in groups. Ask volunteers to role-play the conversations in front of the class.

12.4 Review of Time Expressions

page 284

Time: 5–10 min.

1. Before students look at grammar chart **12.4**, take each expression and write it on a card, mixing them up. Activate students' prior knowledge by asking them to group the expressions by use. Begin by having students separate the expressions that indicate frequency (*always, usually, often, sometimes, hardly ever, rarely, never, every week*). Then have students separate the rest of the expressions into those that are used with the present tense (*today, at the moment, right now, this week*), the simple past (*yesterday, two weeks ago, last week*), and the future (*tomorrow, soon, in two weeks*).
2. Have students compare their ideas to the chart, and add any other relevant expressions to the categories.

SKILL PRACTICE: WRITING

Have students work in pairs to write a sentence for each category of time expressions: frequency, present, past, and future.

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EXERCISE 5 page 285

Time: 10–15 min.

Possible answers:

1. yesterday, told
2. often, helps
3. hardly ever, have
4. usually, gives/tries to get/finds
5. always, teaches/tells
6. Last year, moved
7. In just a month, gave/found
8. later, tried to get/found
9. now, are enjoying
10. later this year, 's going to invite
11. Last year, came
12. a week later, was
13. now, are helping/help
14. now, 's teaching/'s helping

EXERCISE 6 page 286

Time: 10–15 min.

Answers will vary. Possible answers:

Newcomers are going to have an American Thanksgiving dinner. Volunteers cooked a Thanksgiving meal. They're serving the food to the newcomers. There are a lot of newcomers. They're from many different countries. Some people are talking. Everyone's having a good time. People eat a lot on Thanksgiving. After dinner, the volunteers aren't going to go home right away. They're going to help clean up first.

SKILL PRACTICE: SPEAKING

Provide additional photos of holiday or other big events. Have students get into groups to describe one of the photos, using all the tenses they have learned in the book. Be sure to give each group a different picture.

BEFORE YOU READ page 287

Time: 5 min.

Answers will vary.

READING 2 12.5

Volunteer Opportunities page 287

Time: 10–15 min.

1. Have students skim the reading on page 287. Ask: *What is the reading about?* Have students make predictions.
2. Ask: *Why do people volunteer?* Have students discuss their answers to the Before You Read questions in small groups. Find out students' opinions on the reasons people volunteer.
3. Go over the "Did you know?" note. To confirm comprehension, ask: *Which age group volunteers for more hours at a time?* (people over age 65) *How common is it to volunteer among different age groups where you come from?*
4. Play the audio and have students read along silently.

COMPREHENSION page 287

Time: 5–10 min.

Answers: 1. F; **2.** T; **3.** T

WORDS TO KNOW page 288 12.6

Time: 10–15 min.

1. Be sure students understand terms such as *airline* and *fly*. For *airline:* write the names of various countries' airlines on the board (e.g., *British Airways*, *Air France*, *Japan Airlines*, *Korean Airlines*). Ask students the names of their countries' airlines and write them on the board or display a visual of airline signs or planes. Create additional example sentences to further define *fly*, such as: *I don't like to fly in airplanes. I prefer to drive. We are flying to Los Angeles tomorrow. The plane arrives in the afternoon.*
2. Use visuals to illustrate *wheelchair*, *village,* and *toy.*
3. For *collect*, use pantomime to clarify the definition. For example, mime collecting various items in the classroom and putting them together, saying: *I am collecting . . . .*

SKILL PRACTICE: SPEAKING

Have students practice the conversation in pairs. Ask volunteers to role-play all or part of the conversation in front of the class.

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LISTEN page 288 12.7

Time: 10–15 min.

Answers: 1. False; **2.** True; **3.** False; **4.** True; **5.** True; **6.** True; **7.** False; **8.** True; **9.** False

CONTEXT NOTE

Reasons why people volunteer:

- It's an important thing to do.
- Other people respect you.
- It helps you become a better person.
- You can help many people.
- You can help create change.
- You can make friends.
- You can make people feel better.
- You can give disadvantaged children a positive experience.
- Sometimes you can save lives.

Online search terms: eyeglass donation [city/town]; clothing/toy drive [city/town]; wheelchair donation [city/town]; tips for finding volunteer work

12.5 Review of *Yes/No* Questions

pages 288–289

Time: 10–15 min.

1. Have students look at grammar chart **12.5**. Review the information about *yes/no* questions in the five sections of the chart.
2. Direct students' attention to the Grammar in Use box. Ask: *Why isn't* must *usually used in questions?* (because *must* is more formal)
3. Have students close their books. Alternate calling out a *yes/no* question or answer from the chart and have students provide an appropriate answer or question, accordingly. When calling out an answer, include the main verb in the question to be elicited as a hint. For example, say: *Talking: No, she isn't.* Elicit: *Is Rhonda talking about a volunteer program?*

SKILL PRACTICE: WRITING AND SPEAKING

Have students work in pairs to write *yes/no* questions for another pair. Then have pairs ask and answer questions. Tell students to use the simple present, the present continuous, the future, the simple past, and modals.

EXERCISE 7 pages 289–290

Time: 10–15 min.

Answers:

1. Does she have a job with an airline? Yes, she does.
2. Is Rhonda (OR she) talking about her job with the airline? No, she isn't.
3. Does Rhonda (OR she) bring wheelchairs to poor children? Yes, she does.
4. Did a little boy (OR he) need an operation last year? Yes, he did.
5. Was the sick boy (OR he) from the United States? No, he wasn't.
6. Did Rhonda (OR she) bring the boy (OR him) back to his parents? Yes, she did.
7. Are they (OR the volunteers) going to have a party in the United States? No, they aren't.
8. Are there any volunteers at Marta and Simon's (OR their) house today? Yes, there are.
9. Should they (OR people) save their toys, too? Yes, they should.
10. Can they (OR people) ask Rhonda (OR her) about other projects? Yes, they can.

12.6 Review of *Wh-* Questions

pages 290–291

Time: 10–15 min.

1. Have students look at grammar chart **12.6**. Review the information for forming *wh-* questions in the five sections of the chart.
2. Have students close their books. Alternate calling out a *wh-* question or answer from each section of the chart and have students provide an appropriate answer or question, accordingly. Be sure to state the category when calling out answers. For example: *Subject Questions: All of us can help her.* (Who can help Rhonda?)

EXERCISE 8 page 292

Time: 10–15 min.

Answers:

1. What kind of job does she have? She works for an airline.
2. What kind of volunteer work does Rhonda (OR she) do? She helps poor children in other countries.
3. Who does her organization (OR does it) help? It helps poor children.

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4. Why did Rhonda (OR she) go to South America last year? She went there to bring a sick boy back to the United States for an operation.
5. Who pays for the flights to South America? The airline pays for the flights./The airline (does).
6. When are the volunteers (OR they) going to have a party for children? (They're going to have a party for children) on a holiday.
7. Why did the (OR a) sick boy (OR he) have to come to the United States? Because he needed an operation.
8. How can people (OR they) help with the holiday project? They can give clothing and toys.
9. What ((kinds of) things) should we collect? We should collect supplies./We should collect clothing and toys.
10. What is Rhonda (OR she) explaining to the new volunteers? She's explaining the volunteer program.

ABOUT YOU page 292

Time: 10–15 min.

Answers will vary.

> **SKILL PRACTICE: SPEAKING**
>
> Have students choose different images in the book and make five questions about the picture. Then have students ask and answer questions about the picture with a partner.

EXERCISE 9 page 293

Time: 10–15 min.

Answers: 1. do you volunteer; **2.** children are there; **3.** does each volunteer have to work; **4.** happened; **5.** did you do; **6.** did you learn; **7.** are the volunteers planning; **8.** are the children learning to do; **9.** is (OR 's) the show going to be; **10.** is (OR 's) the center going to do

> **SKILL PRACTICE: SPEAKING**
>
> Have students practice the conversation in Exercise 9 as a class. Ask one student to play Amir. The rest of the students can take turns asking the questions.

EXERCISE 10 pages 294–295 12.8

Time: 10–15 min.

Answers: 1. Are you going to work; **2.** are you going to help; **3.** does this woman do; **4.** Does she have to take; **5.** Can she swim; **6.** did she start; **7.** did you find; **8.** wants to help; **9.** can I start; **10.** should I go

> **SKILL PRACTICE: SPEAKING**
>
> Have students practice the conversation in Exercise 10 as a class. Ask one student to play Elsa. The rest of the students can take turns asking the questions.

EXERCISE 11 page 295

Time: 10–15 min.

Answers: 1. a. does our organization do, **b.** work, **c.** help (to) match; **2. a.** do (OR can) volunteers help, **b.** do, **c.** can do, **d.** try to find; **3. a.** do you need volunteers, **b.** needs, **c.** gave, **d.** are going to have, **e.** want to volunteer, **f.** use

FUN WITH GRAMMAR page 295

Time: 10–15 min.

Answers will vary.

SUMMARY OF UNIT 12

Time: 20–30 min.

REVIEW OF VERB TENSES—STATEMENTS AND QUESTIONS

Have students correct the tense errors in this paragraph:

> *Today is my birthday, and I am having a party. I was now thirty years old. Twenty people were here, and we are having fun. My sister is going to ask about the birthday cake a few minutes ago. She is going to bake it. I am going to like the birthday cake. It was delicious. It is being chocolate, my favorite. I am liking my gifts, too. I am going to be lucky. I am having good friends and a nice sister.*
>
> (Answer: Today is my birthday, and I am having a party. I am now thirty years old. Twenty people are here, and we are having fun. My sister asked about the birthday cake a few minutes ago. She baked it. I like the birthday cake. It is delicious. It is chocolate, my favorite. I like my gifts, too. I am lucky. I have good friends and a nice sister.)

After correcting the paragraph, have students write three *yes/no* questions and three *wh-* (or subject) questions about the paragraph and exchange with a partner to

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answer them. (e.g., *Is it her birthday? How old is she? Does she have a cake? Who baked her cake?*) Next, have them use modal verbs to discuss ideas for birthdays. (e.g., *You can have your birthday in a restaurant. You don't have to pay for everyone. You should invite only close friends*.)

If necessary, review:

12.1 Review of Verb Tenses—Affirmative and Negative (pages 279–280)

12.3 Review of Modal Verbs—Affirmative and Negative (page 283)

12.5 Review of *Yes/No* Questions (pages 288–289)

12.6 Review of *Wh-* Questions (pages 290–291)

REVIEW OF INFINITIVES

Review the different words/phrases that infinitives can come after. Put students in pairs and assign a topic, such as living in another country. Give a time limit of three to five minutes. Have pairs write as many sentences as possible in that time limit using infinitives after verbs, after adjectives, and in expressions with *it*. Compare and correct sentences at the end of the time limit.

If necessary, review:

12.2 Review of Infinitives (page 282)

REVIEW OF TIME EXPRESSIONS

Have students close their books. Write the following on the board: *frequency, present, past, future*. Have pairs brainstorm a list of time expressions for each category. Review as a class. Give students a topic, such as studying, volunteering or working, and have students write true statements about themselves using an expression from each category. Review statements as a class.

If necessary, review:

12.4 Review of Time Expressions (page 284)

REVIEW

Time: 15–20 min.

1. are you going; **2.** don't know **3.** 's; **4.** Do you know; **5.** are you going; **6.** volunteer; **7.** do you do; **8.** collect; **9.** teaches; **10.** do you volunteer; **11.** there was; **12.** needed; **13.** went; **14.** took; **15.** Do you help; **16.** Can I volunteer; **17.** to work; **18.** 're looking; **19.** There's going to be; **20.** should; **21.** are there going to be; **22.** 're going to like; **23.** are we going to do; **24.** should I bring; **25.** don't have to bring

FROM GRAMMAR TO WRITING

PART 1 EDITING ADVICE

Time: 10–15 min.

PART 2 EDITING PRACTICE

Time: 10–15 min.

Answers: 1. do you have; **2.** C; **3.** came; **4.** helped; **5.** had to write; **6.** didn't know; **7.** did you hear; **8.** found; **9.** C; **10.** does this site work; **11.** lists; **12.** to use; **13.** don't have to look; **14.** Is it; **15.** it isn't; **16.** I have; **17.** C; **18.** should put; **19.** C; **20.** are going to; **21.** passed; **22.** C; **23.** we're going to have; **24.** Are you going to stay; **25.** I am; **26.** C

PART 3 WRITE

Time: 30–40 min.

Read the directions and questions together. Have students complete the activity individually. Collect for assessment.

Answers will vary.

PART 4 LEARNER'S LOG

Time: 15–20 min.

1. Have students read the directions and complete the Learner's Log.
2. Have students compare logs in pairs.

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GRAMMAR IN CONTEXT BASIC, SEVENTH EDITION

AUDIO SCRIPTS FOR EXERCISES

Unit 1

LISTEN page 5 1.3

1. Dorota and Simon are in the supermarket now.
2. Dorota's first language is Spanish.
3. Dorota and Simon are new in the United States.
4. English is Dorota's first language.
5. Dorota and Simon are both citizens.
6. The banks and schools are different in the United States.
7. Dorota and Simon are confused about many things.
8. Dorota and Simon are helpful.

EXERCISE 3 page 8 1.4

Halina: Hi, Dorota. I am Halina.

Dorota: You are from Poland, right?

Halina: Yes. I am new here.

Dorota: I am from Poland, too. I am here to help you. Simon is here to help you, too. He is from Mexico. Many people here are from different countries.

Halina: I am a little confused. Many things are new for me.

Dorota: Yes. Life is different here. But Simon and I are both here to help you.

LISTEN page 10 1.7

1. The laundromat is new for Shafia.
2. The machines in the laundromat are big and small.
3. The big machines are for clothes.
4. Coins are necessary for the machines.
5. It's hot inside the laundromat.
6. Dorota is confused.

EXERCISE 5 page 12 1.8

Ali: I'm from India. You're from Russia, right?

Peter: No. I'm from Warsaw. It's in Poland.

Ali: I'm new here. I'm confused about things.

Peter: We're both confused. Life's different here.

Ali: Yes. Many things are new here. The bank's new for me. The supermarket's new for me, too.

Peter: I'm glad to know Simon and Dorota. Simon and Dorota are from other countries, but they're both citizens now. Simon's from Mexico. He's helpful. Dorota's from Poland. She's helpful, too.

Ali: You're right. They're both very helpful to new immigrants.

LISTEN page 16 1.11

1. Simon and Dorota are at the supermarket.
2. The prices aren't on the items.
3. The parking lot is crowded in the morning.
4. Prices are the same every week.
5. Cookie samples are free.
6. Bags of cookies are free.
7. Crackers are $3.50 this week.
8. Bananas are on sale this week.

EXERCISE 11 page 19 1.12

Conversation A: Lisa, a new immigrant, and Dorota are at the supermarket.

Lisa: I'm new to this country. Everything is different for me.

Dorota: Don't worry. I'm here with you.

Lisa: You're very helpful.

Dorota: This is the supermarket. It's easy to shop in a supermarket.

Lisa: The supermarket and the parking lot aren't crowded. Why not?

Dorota: It's only 10 a.m. It's early.

Lisa: This supermarket is big. In my country, stores are small.

Dorota: Look! Bananas are on sale this week. They're only 59 cents a pound. That's a good price.

Conversation B: Simon is showing Lisa's husband, Victor, the laundromat.

Simon: This is the laundromat.

Victor: It's hot in here.

Simon: Yes, it is. But the door is open.

Victor: Some machines are small, and some are big.

Simon: The big machines are for big items, like blankets.

Victor: All of these machines are the same, but those are different.

Simon: These are washing machines. Those machines are dryers.

Victor: In my country, I am the washer, and the air is the dryer!

Unit 2

LISTEN page 29 2.3

1. Marta's father is sick.
2. Marta is with her father.
3. It's 4:30 now.

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4. The bank closes at 4:30.
5. Dorota's clock is fast.
6. Dorota is usually late.
7. Time is important for Americans.
8. Banks are closed on some holidays.

EXERCISE 4 page 31 2.4

Simon: Hi, Dorota. This is Simon. I'm busy today. Marta's busy, too. Her father is sick. Our kids are at home today. Their school is closed. It's my turn to help Victor today, but I'm busy.

Dorota: That's OK. Your kids need you. I'm not busy today. I can help Victor.

LISTEN page 33 2.7

1. Is traffic bad today?
2. Is Victor on time?
3. Are Simon and Victor at the bank?
4. Are the time and temperature on a clock outside the bank?
5. Is it polite to be late with friends?
6. Are Americans usually late for appointments?

EXERCISE 7 page 36 2.8

Conversation A: Victor and Dorota are at the library.

Victor: Am I on time?
Dorota: Yes, you are.
Victor: Are we at the library?
Dorota: Yes, we are. We're here to learn about the library.
Victor: Is it open?
Dorota: No, it isn't. It's only 8:48. We're a few minutes early.

Conversation B: Simon and Marta are on the telephone.

Simon: Hello?
Marta: Hi, Simon.
Simon: Are you on your way home?
Marta: No, I'm not. I'm at the supermarket now.
Simon: Is it open now? It's 9 p.m.
Marta: Yes, it is. This store is open twenty-four hours a day.
Simon: Are you with Halina still?
Marta: No, I'm not. I'm alone now.
Simon: We need bananas. Are they on sale?
Marta: Yes, they are. They're only 59 cents a pound this week.
Simon: We need bread, too. Is it also on sale?
Marta: No, it's not.

LISTEN page 39 2.11

1. Where are Victor and Dorota?
2. Where is Simon?
3. Whose bank is this?
4. What time is it?
5. Who is the woman at the bank?
6. When is the bank open?
7. When is the ATM open?
8. What's an ATM?
9. Why are they at the bank?
10. What's Dorota's PIN number?

EXERCISE 10 page 41 2.12

Dorota: How are you?
Lisa: I'm fine. Where are we?
Dorota: We're at the bank.
Lisa: What's that?
Dorota: It's an ATM.
Lisa: Why are we here?
Dorota: To learn about the bank.
Lisa: Who's that woman?
Dorota: She's the security guard.
Lisa: When is the bank open?
Dorota: Monday through Thursday, from 9:00 a.m. to 4:00 p.m., Friday from 9:00 a.m. to 7:00 p.m., and Saturday from 9:00 a.m. to 1:00 p.m.
Lisa: What time is it?
Dorota: It's 8:45. We're early.
Lisa: What's that?
Dorota: It's my ATM card.

EXERCISE 14 page 43 2.13

Halina: What's that?
Simon: It's an ATM.
Halina: What's an ATM?
Simon: It's a machine for cash.
Halina: What are these?
Simon: These are envelopes for checks.
Halina: What's a check?
Simon: Look. This is a check. It's a paycheck from my work.
Halina: What are those?
Simon: Those are drive-up ATMs.
Halina: Americans are very busy. They're always in their cars.
Simon: It's an easy way to use the bank. It's fast too!

Unit 3

LISTEN page 51 3.3

1. Don't use a pencil.
2. Use a red pen.
3. Print the information.
4. Sign your name.
5. Write *80* for *1980*.
6. Write *6/11* for November 6.
7. Make a copy of your birth certificate.
8. Don't go to the Social Security office.

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EXERCISE 4 page 53 3.4

Amy: Get me a sandwich, Mommy.

Marta: I'm busy now. Later.

Amy: What's that?

Marta: It's my application. Your hands are dirty. Don't touch the application.

Amy: What's an application? And what's that?

Marta: An application is an important form. And this is my birth certificate. Please don't ask so many questions. I'm busy now.

Amy: I'm thirsty. Please get me a glass of milk.

Marta: Later. Be quiet now, please, and let me finish. This is very important... OK. I'm finished now. How can I help you? Please tell me.

Amy: Make me a sandwich.

Marta: Say, "Please."

Amy: Please.

Marta: And wash your hands. Don't forget to use soap.

Amy: Ok. Please come with me to wash my hands.

LISTEN page 55 3.7

1. Halina needs a financial aid application.
2. The financial aid application is online.
3. Use dashes with your Social Security number in the online application.
4. A password is necessary for online applications.
5. It's early.
6. Halina and Shafia look up *middle* in the dictionary.
7. College is expensive in the United States.
8. A middle initial is the last letter of your middle name.

EXERCISE 8 page 57 3.8

Ali: What's that?

Shafia: It's a financial aid application. College is expensive in the United States. We're immigrants. It's very expensive for us.

Ali: It's expensive for Americans, too. But it's easy for them to fill out the application. It isn't easy for us. This question is hard. I'm confused about it. Let's call Dorota.

Shafia: It's late. It's after 10 p.m. Maybe she's asleep. Let's call her tomorrow.

Ali: Or call Simon.

Shafia: He's busy. His wife's father is sick. She's with him in the hospital. Simon's with his kids. He's with them all day.

Ali: Let's read the application together. Maybe we can do it together.

Shafia: Yes, let's try! If we have problems, we can call Dorota in the morning.

Unit 4

LISTEN page 65 4.3

1. Americans like the movies.
2. Monday is a popular day to go to the movies.
3. People buy popcorn at the concession stand.
4. Americans sometimes go to concerts outside.
5. Outdoor concerts are often free.
6. People cook on the grill in the winter.
7. Visitors call first or they have an invitation.
8. Museums have activities.

EXERCISE 5 page 70 4.4

Simon: Are you and Lisa busy tonight?

Victor: No, why?

Simon: The city always has concerts in the park every Thursday evening. Let's all go tonight.

Victor: Sure. That's a great idea.

Simon: Bring Maya. Kids enjoy outdoor concerts.

Victor: Are the concerts expensive?

Simon: No. The city pays for them. They're free for all of us.

Victor: Where are the concerts?

Simon: At Logan Park on Central Street. Different bands play there from 7 to 9 p.m. The kids have fun with their friends. A little store in the park sells popcorn and ice cream. Amy likes ice cream in the summer. Marta and I enjoy the different kinds of music.

Victor: We need chairs, right?

Simon: Yes, but I have some chairs for outside. Don't worry about that. Be at our house at about 6:30.

Victor: Thanks, Simon. See you tonight!

LISTEN page 72 4.7

1. Work is important to Americans.
2. Most people work fifty hours a week.
3. Most people work five days a week.
4. Everyone works overtime.
5. Americans often talk about their salaries or wages.
6. Americans always relax on their days off.
7. Stores and restaurants are busy on the weekends.
8. Older workers stay at their jobs for five years.

EXERCISE 10 page 77 4.8

Dorota: We have a day off tomorrow. Let's go to the museum.

Halina: I'm sorry, but I don't have time. I need to look for a new job.

Dorota: You have a job.

Halina: I know, but I don't like it. I don't work enough hours. And the job doesn't pay enough money. My boss doesn't like my work. It's not a good job for me.

Dorota: There's a job at my company. But it's only part-time. I don't think we have any full-time jobs.

Halina: Thanks, Dorota, but I don't want to work part-time. I need a full-time job.

Dorota: The Internet is one place to look. But many people don't find their jobs on websites. They hear about them from other people. So ask all of your friends.

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LISTEN page 79 4.11

1. Most Americans eat lunch around noon.
2. Some people eat salads instead of sandwiches for lunch.
3. People sometimes buy prepared food in supermarkets.
4. Some restaurants deliver food to your home.
5. Some supermarkets have tables.
6. People eat takeout food in restaurants.
7. Americans don't like prepared food.
8. Americans usually get two hours for lunch.

EXERCISE 14 page 82 4.12

Shafia: Halina, this is a delicious meal. Do you and Peter cook like this every day? Do you have time?

Halina: No, this is a special meal for you. Does the food taste good? Maybe it's too different?

Ali: The soup is very good. Does it have tomatoes in it?

Halina: Yes, it does.

Shafia: I like the carrots. Do they have lemon on them?

Halina: Yes, they do.

Ali: Do you like to cook, Peter?

Peter: Yes, I do. But sometimes Halina and I are too busy. Then we buy prepared food at the supermarket.

Ali: Does the supermarket prepare hot food like this?

Peter: Yes, it does.

Shafia: Do you and Halina eat prepared food often?

Peter: No, we don't. But sometimes it's very convenient.

LISTEN page 84 4.15

1. All Americans exercise.
2. People sometimes exercise at a gym.
3. People wear sneakers to exercise.
4. Dorota exercises in a gym.
5. Some people exercise during their lunch hour.
6. Bike messengers ride very fast.
7. Dorota's friend, Louisa, doesn't like to exercise.
8. All Americans exercise at a gym.

Unit 5

LISTEN page 97 5.3

1. All states in the United States have the same laws about driving.
2. Ed has to get a learner's permit.
3. Ed has to pass a driving test to get his learner's permit.
4. Simon can help Ed with the rules.
5. Ed has to take a driver's education class.
6. A teenager can drive anytime with his license.
7. Ed is in a hurry to get his license.
8. Ed has to take a written test.

EXERCISE 6 page 104 5.4

Conversation A: Ed asks Marta about his friend from Mexico.

Ed: Mom, one of my friends is from Mexico and has an international driver's license. He can use it to drive in this state, right?

Marta: Yes, he can. But he can drive with an international license for only three months. Then he has to get a new driver's license in this state.

Ed: What about a learner's permit?

Marta: He doesn't have to get a learner's permit. But he should study the rules of the road for this state. Then he has to take the written and driving tests. The laws here are very different from the laws in Mexico.

Conversation B: The driving teacher talks to students in a driver's education class.

Mr. Brown: Today's class is about the tests for your learner's permit. Does anyone have a question? Karl?

Karl: I'm worried about the vision test. I can't see very well.

Mr. Brown: You shouldn't worry. You can take the test with your glasses on. But then you have to wear your glasses in the car, too. It's the law.

LISTEN page 106 5.7

1. Anna needs a new car seat.
2. Dorota and Halina are on the way to the outlet mall.
3. Dorota has to buy a car seat.
4. Halina can wash the car windows.
5. Halina wants to buy the gas.
6. A child's car seat goes in the front passenger seat.
7. Dorota pays cash for the gas.
8. Dorota has to pay for gas inside the gas station.

EXERCISE 14 page 113 5.8

Marta and Simon talk about Ed's driving practice.

Marta: Do you have to use the car today?

Simon: Yes.

Marta: Can you put some gas in the car for me? It's almost empty.

Simon: Sure. I have to take Ed out for driving practice later this afternoon. We can stop at the gas station. Ed should learn how to pump gas, too.

Marta: When does he have to take the driving test?

Simon: In just three weeks!

Marta: He should practice a lot. He doesn't have much time.

Simon: I know. But he can learn a lot in three weeks.

Unit 6

LISTEN page 121 6.3

1. School lunches have vegetables.
2. All children get free lunch at school.

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3. School lunches must include milk.
4. The lunch must come from three food groups.
5. School lunches are expensive.
6. Parents must fill out an application for the free lunch program.
7. Children have to eat the school lunch.
8. Some kids bring lunch from home.

LISTEN page 127 6.6

1. Children must buy their lunch at school.
2. The school lunch never has a piece of fruit.
3. Pizza is a favorite for many children.
4. The children always get a small carton of milk.
5. All the children eat the fruit in the school lunch.
6. Some children bring a packed lunch from home.
7. Fruit is a better option than candy.
8. A candy bar is a healthy snack.

EXERCISE 5 page 129 6.7

Amy: I'm hungry. Can I have a piece of candy?

Marta: You know it isn't good for you. Have a piece of fruit.

Amy: Can I have a peanut butter and jelly sandwich, too? Where's the peanut butter?

Marta: There's a jar of peanut butter in the cabinet next to the refrigerator.

Amy: I see a can of soda in the refrigerator. Can I have it?

Marta: No. Soda has a lot of sugar. Drink a glass of milk instead.

EXERCISE 6 page 130 6.8

Victor: There's a loaf of bread on the table. Take two slices of bread and put them on a plate. Open a can of tuna and put the tuna in a bowl. There's a jar of mayonnaise in the refrigerator. Add two tablespoons of mayonnaise. Mix the tuna and mayonnaise. Spread the mixture on the bread. You can also add a slice of tomato. Now you have a healthy lunch.

Maya: Can I have a can of soda with my sandwich, please?

Victor: No, sorry. But you can have a glass of water. And you can have a piece of fruit after lunch. Do you want an apple or a bunch of grapes?

LISTEN page 134 6.11

1. Victor has a note from Maya's teacher.
2. Some stores have coupons for school supplies.
3. Maya needs some notebook paper.
4. Only office supply stores sell school supplies.
5. Maya needs to buy books for school.
6. Simon doesn't have any time to help Victor.
7. Not all school children need a uniform.
8. Maya needs twenty-four boxes of crayons.

EXERCISE 12 page 139 6.12

Mrs. Murphy: I have a few questions. I need a little information. Do you have any time to answer my questions?

Mr. Johnson: Yes. I have a little time right now.

Mrs. Murphy: Can my kids get into the free lunch program?

Mr. Johnson: It depends on your income. If you don't make much money, they can probably get into the free lunch program.

Mrs. Murphy: I don't make a lot of money. What should I do?

Mr. Johnson: You have to fill out a form. The form has many questions.

Mrs. Murphy: How much does a school lunch cost?

Mr. Johnson: In this city, the full price is $3.25. That's not much money for a healthy lunch.

Mrs. Murphy: I have a lot of kids in school, so for me, it's a lot of money.

Mr. Johnson: How many kids do you have?

Mrs. Murphy: Six. Four are in school, so I really need to learn about the free lunch program.

Mr. Johnson: Of course. Let me get you the form.

Unit 7

LISTEN page 147 7.3

1. Sue and Rick like to drink coffee in the morning.
2. Rick wants to watch the news.
3. Rick and Sue are out of coffee.
4. All the stores are closed at night.
5. The convenience store is closed on Saturdays.
6. The convenience store sells aspirin.
7. The pharmacy is closed now.
8. Aspirin is on sale at the convenience store.
9. The pharmacy is near the convenience store.

EXERCISE 2 page 150 7.4

Victor: Hello?

Lisa: Hi, Victor. Where are you now?

Victor: I'm at school. Where are you?

Lisa: I'm at home. Are you in class?

Victor: No. I'm in the parking lot. I'm in my car. My class starts in ten minutes.

Lisa: Can you go to the store on your way home? We need milk. There's a sale at Tom's Market.

Victor: Where's Tom's Market?

Lisa: It's near the school. It's not far. It's on the corner. It's next to the laundromat.

Victor: My class is over at 9. Is the market still open at 9?

Lisa: Yes, it is. It closes at 9:30. Go to the store right after class, please.

EXERCISE 3 page 151 7.5

Simon: I'm going to the store after work. Eggs are on sale—two dozen for $6.49.

Marta: Buy bananas, too. They're on sale—one pound for 49 cents.

Simon: Anything else?

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Marta: Oh, yes. Buy coffee, too.

Simon: Are we out of coffee? So soon?

15 minutes later.

Simon: I'm at the market now. Do we need anything else?

Marta: Yes. Buy some tea. The tea is next to the coffee. Then come home right away. We're eating dinner early tonight.

EXERCISE 4 page 152 7.6

Sue: Hi, Rick. I'm on my cell phone.

Rick: Are you in the car?

Sue: No. I'm still at work. My shift ends in a few minutes, but I can't come home right now. After work, I have to make a few stops. I can be home in about an hour and a half.

Rick: Where do you need to go?

Sue: First, I need to buy gas. Then I have to go to the supermarket.

Rick: Can you come home after that?

Sue: No. Then I have to go to the post office. The post office closes at 5 p.m.

Rick: Do you have to do all of this now? I'm making dinner. And it's almost ready.

Sue: Oh, that's great, Rick. I can go to the supermarket after dinner. And then you can get gas on your way to work.

Rick: Good. Then just stop at the post office. And try to get home soon.

LISTEN page 154 7.9

1. There's a coupon in the newspaper for lightbulbs.
2. The clerk in the big store says, "Can I help you?"
3. Rick and Sue want to buy a lamp.
4. The clerk wants to help Rick and Sue.
5. Rick prefers the good prices of the big store.
6. In the small store, there's an elevator.
7. In the small store, the lightbulbs are downstairs.
8. Peter goes downstairs to get the lightbulbs.

EXERCISE 6 page 156 7.10

Simon: Hello?

Victor: Hi, Simon. It's Victor.

Simon: Are you at home?

Victor: No, I'm not. I'm at the department store with my wife. There's a big sale at this store—50 percent off all winter items. We love sales. We like to save money. Lisa wants to buy a winter coat. There are a lot of people in the coat department, but there's only one clerk. Where are you?

Simon: I'm at home. There's a football game on TV.

Victor: I know. And now there's a long line at the register. I have to wait.

Simon: That's too bad. It's a great game.

Victor: I know. There's a TV in the store, and there are some nice chairs in front of the TV. So I can watch the game, too.

Simon: There are two games today. Let's watch the next game together.

Victor: OK. Sounds great!

EXERCISE 8 page 159 7.11

Sue: Where are the batteries? I need some batteries for the flashlight.

Rick: Look in the closet.

Sue: There aren't any batteries in the closet.

Rick: Look in the kitchen. There are some batteries there, I think.

Sue: There's only one battery here. This flashlight needs two batteries. We need to go to the hardware store and get more batteries.

Rick: Let's go to the home supply store.

Sue: Not again. You know I prefer the small store. In the big store, there aren't enough clerks to help you. Sometimes I have questions, but there are no clerks to answer them. Or I find a clerk and he says, "That's not my department."

Rick: I don't have any questions about batteries. A battery is a battery. Look at this section of the newspaper. There are a lot of things on sale at the big store—hundreds of things.

Sue: We don't need hundreds of things. We just need batteries.

EXERCISE 9 page 160 7.12

Rick: Let's go to the hardware store today. There's a sale on plants. They're really cheap today.

Sue: Let's go to the bookstore, too. There's a sale on all travel books. They're 50 percent off. Let's go to the bookstore first and then to the hardware store.

Rick: There isn't enough time. It's almost 4:00. The hardware store closes at 5:30. It's Saturday, and the hardware store isn't open late on Saturday.

Sue: The small hardware store isn't open late, but the home supply store is open. You know, I don't really want to go to the hardware store with you. It's always too crowded. I have an idea. You can go to the hardware store, and I can go to the bookstore. I need something to read.

Rick: Need or want? You have a lot of books.

Sue: They're all old. I need new books.

Rick: And I need some plants.

LISTEN page 162 7.15

1. There are many different brands of shampoo in the store.
2. There are a lot of choices in the store.
3. Halina and Peter need sugar.
4. There are 25 ounces in a pound.
5. The small bag of sugar is a better buy.
6. Halina and Peter need a calculator.
7. They need dog food.
8. Halina is a smart shopper.

EXERCISE 16 page 166 7.16

Ali: I'm going for a walk.

Shafia: Wait. I need a few things at the supermarket. Let me look at my shopping list.

Ali: How many items are there?

Shafia: About ten. Also go to the office supply store, please. We need some pens.

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Ali: Where's the office supply store?

Shafia: There are a few office supply stores near here. There's one next to the supermarket on Elm Street.

Ali: How many pens are there in a box?

Shafia: You can buy a box of twenty.

Ali: Is there anything else on your list?

Shafia: Yes, there is. We need paper for the printer, too. Please buy two packs of paper.

Ali: How many sheets of paper are there in one pack?

Shafia: Five hundred, I think.

Ali: What about printer ink? Is there enough ink in the printer?

Shafia: I don't think so. Please get some ink, too.

EXERCISE 17 page 167 7.17

Marta: The kids need new coats. Let's go shopping today. There's a twelve-hour sale at Baker's Department Store—today only.

Simon: Is there a sale on men's coats, too?

Marta: Yes, there is. There are a lot of great things on sale: winter coats, sweaters, boots, gloves, and more.

Simon: How do you always know about all the sales in town?

Marta: There's an ad in the store window. It says, "End of winter sale. All winter items 50% off."

Simon: Why is there a sale on winter things? It's still winter.

Marta: Spring is almost here.

Simon: It's only January. It's so cold. There are two or three more months of winter.

Marta: You're right! But stores need space for new things for the spring.

Simon: Well, that's good for us. Are there winter sales in other stores, too?

Marta: Yes. There's an ad in the window of the shoe store, too.

Simon: Great. We can look at boots at both stores and choose the best deal. Is there anything you need?

Marta: Maybe some warm gloves. Let's go!

Unit 8

LISTEN page 175 8.3

1. People are waiting in line at the post office.
2. Everybody's complaining about the line.
3. Customers aren't mailing packages today.
4. Marta's getting a package.
5. Marta isn't using the stamp machine.
6. Customers can use credit cards at U.S. post offices.
7. Stamp machines give coins in change.
8. Nobody's buying stamps.
9. There's no scale at the automated postal center.
10. An automated postal center can print postage labels.

LISTEN page 184 8.6

1. Amy is asking a lot of questions.
2. Marta is using the ATM now.
3. Other people are using the drive-through.
4. Marta needs cash.
5. People can deposit money at the drive-through ATM.
6. Marta's going inside the bank.
7. The man is using a bank card.
8. Marta wants to cash a check.

EXERCISE 9 page 188 8.7

Amy: Mommy, the sign is talking. How is it doing that?

Marta: It's not the sign. It's the clerk. Look. He's over there behind the window. He's asking for our order.

Amy: What are you ordering?

Marta: A chicken sandwich and a salad. And some milk, too. What about you?

Amy: Ummmmmm.

Marta: Hurry, Amy. The clerk's waiting. And customers are waiting behind us.

Amy: Ummmm. I want a grilled cheese!

Marta: *(speaking to the clerk)* One chicken sandwich, one grilled cheese, one salad, and two cartons of milk, please.

Clerk: That's $15.79. Please go to the next window.

Amy: Why are we going there?

Marta: To pay and to pick up our food. Look. The clerk is putting our lunch in a bag.

Clerk: Your change is $4.21. Thank you. Have a good day.

Unit 9

LISTEN page 197 9.3

1. Resale shops sell only new things.
2. Shafia's going to buy a crib at the resale shop.
3. Resale shops sell used clothing and furniture.
4. Shafia's going to look for a stroller at the resale shop.
5. Shafia's mother lives with her.
6. Halina's going to give Shafia a crib.
7. Resale shops are expensive.
8. Charities sometimes get money from resale shops.

EXERCISE 6 pages 203–204 9.4

Conversation A: Halina and Shafia are talking about the new baby's room.

Halina: Where's the baby's room?

Shafia: We have an extra room. It's small. But there's going to be enough space for a crib.

Halina: What's in the room now?

Shafia: There's a desk and a computer. But we aren't going to leave them there. Ali's going to move them to the living room next week. His brother's going to help him. The desk is very heavy.

Halina: What about the color of the walls?

Shafia: We're going to paint them yellow. But not now. There's not going to be enough time.

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Conversation B: Halina, Dorota, and Shafia are talking about the baby's name.

Halina: Shafia, do you have a name for the baby?

Shafia: No. Ali and I aren't going to choose a name right now. After the baby's birth, we're going to ask some of our relatives for ideas. It's very important to choose the right name.

Dorota: There are long lists of names on the Internet. Just search for *baby names*. You can even find the meaning of each name.

Shafia: That's interesting. But the baby's not going to have an American name. We're going to give the baby a name from our country.

Dorota: There are names from other countries online, too. There are thousands of names for boys and girls.

Shafia: Thanks, Dorota. But we're going to wait to see the baby first.

LISTEN page 206 9.7

1. Victor is going to rent a truck.
2. Victor and Lisa are going to move to another city.
3. Simon's going to help Victor.
4. Victor has to go to the post office to fill out a change-of-address card.
5. Victor has to wait a long time to get Internet service.
6. Victor's probably going to get TV service, too.
7. Victor has to buy boxes for the move.
8. Victor and Lisa can bring things to the resale shop.

EXERCISE 12 page 213 9.8

Employee: Avery Truck Rental. How can I help you?

Victor: I need to rent a truck. I'm going to move, and I need some information about prices.

Employee: Sure. Are you going to return the truck here or in another city?

Victor: I'm going to return it here.

Employee: OK. What kind of truck are you going to need?

Victor: Uh . . . I don't know.

Employee: Well, how many rooms are you going to move?

Victor: It's a two-bedroom apartment.

Employee: A 15-foot truck is enough.

Victor: Is it going to have room for my sofa?

Employee: Oh, yes. It's going to be fine. When are you going to move?

Victor: In two weeks.

Employee: Is that on the weekend or during the week?

Victor: I'm not sure. Why is that important?

Employee: It's $20 a day more on the weekend. And we don't have many trucks available on the weekends.

Victor: Are there going to be any trucks available two weeks from today?

Employee: Is one day going to be enough?

Victor: Yes. I need it for just one day.

Employee: OK. It's going to be $59.99 a day and 99 cents a mile. I need a credit card number to reserve it. What kind of card are you going to use?

Victor: I'm not ready to reserve it now. I'm only calling about prices. Thank you.

EXERCISE 13 page 214 9.9

Simon: When are you going to pack the rest of your things?

Victor: This week. I'm going to get more boxes today.

Simon: Ed and I can help you move on Saturday, the 27th. We're available all day.

Victor: Thanks, but the people in my new apartment aren't going to move until Sunday. Are you going to be available on Sunday?

Simon: I think so. How many people are going to help you?

Victor: Just two of my friends. We're going to meet at my apartment at 1:00. Then later, I'm going to invite you all for pizza.

Unit 10

LISTEN page 223 10.3

1. You can get a certificate from a two-year college.
2. A community college is cheaper than a four-year college or university.
3. The average tuition at a community college is over $9,000 a year.
4. Students at a community college are older than students at a four-year university.
5. The average age of students at a university is 29.
6. Some community colleges have several campuses.
7. All community colleges have childcare.
8. Some university classes have more than 100 students.

EXERCISE 3 pages 226–227 10.4

Conversation 1

A: I don't plan to go to Cassidy University. I prefer Central Community College.

B: Why?

A: The tuition's only $2,050 a semester. It's cheaper than a four-year college. Also, it's closer to my home, so I can walk there. And the students are older. I'm 32. A lot of the students are in their 30s and 40s.

B: You're right. Most of the students at Cassidy are younger than the students at Central. They're under 22 years old.

Conversation 2

A: A lot of the community college students have small children. Central has childcare. So it's more convenient for people with small children.

B: You don't have kids.

A: No. But my sister does. We're planning to take classes together. She has a full-time job. Her kids are young. So she's much busier than I am. The childcare is really great for her.

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Conversation 3

A: I prefer Cassidy University.

B: Why? The tuition is high. Cassidy is more expensive than Central.

A: I know. But I want to be a nurse, and Cassidy's nursing program is better than Central's nursing program.

B: Yes, that's true. But Central is also more convenient than Cassidy. You need to take two buses to get to Cassidy. It's only one to Central.

A: To me, getting a good education is more important than an extra bus ride.

Conversation 4

A: I'm having a problem with my grades. My classes this semester are harder than my classes last semester. And my grades aren't very good. My grades this semester are worse than my grades last semester.

B: You should go to your teachers for help.

A: You're right. How are your classes this semester?

B: I love my history class, but my math class is just numbers. It's boring. My history class is more interesting than my math class.

LISTEN page 232 10.7

1. Victor's coworker wants to sell his car for $2,000.
2. Victor is planning to buy a used car.
3. You can find the Kelley Blue Book® online.
4. There are two prices for the coworker's car.
5. The price of a used car depends on its condition.
6. A mechanic wants $6,000 to check a used car.
7. It's important to think about fuel economy.
8. Sam's car gets about 35 miles per gallon.

EXERCISE 8 pages 235–236 10.8

Part A

1. On the phone:

Shafia: I need your help. I want to buy a car. This is one of the biggest decisions of my life. What's the best car?

Dorota: I can't answer that question. It depends on your needs.

2. At home:

Marta: This is your last year of high school. Let's talk about college for you. I prefer Lake College for you because it's the closest to home. It's the most convenient because you can walk there.

Tina: But Lake College isn't very good. I want to go to the best college here in the United States. I want to be a doctor.

Marta: It takes many years to become a doctor. You have to go to medical school and then practice in a hospital. You are choosing one of hardest professions.

Tina: I know, but I really want to be a doctor. I'm the smartest student in my biology class.

Part B

3. At the college:

Halina: Which English class should we take?

Shafia: How about this one? It starts at 8:00 a.m. It's the earliest class of the day.

Halina: I don't like morning classes. How about this one?

Shafia: No, no. Not that one! That teacher is the hardest at the school. Also, there's a 7 p.m. class. It's the latest class of the day.

4. At the electronics store:

Halina: I need to buy a new computer. My old computer is slow. I want to buy the fastest one. How about this one?

Peter: Yes, it's fast. But look at the price! It's the most expensive computer in the store!

5. At the post office:

Halina: What's the most economical way to send this package? I need to save money.

Clerk: You can send it by third-class mail. But it's the slowest way. It can take a week.

EXERCISE 9 page 237 10.9

Victor: Look at these ten cars. Should I get the cheapest car?

Simon: The cheapest is sometimes the most expensive.

Victor: How is that possible?

Simon: The cheapest car sometimes needs the most repairs. You should also consider fuel economy. Look at this car here. It gets 35 miles per gallon. It's the most economical.

Victor: But I like this one the best.

Simon: That one gets only 22 miles per gallon.

Victor: But it has the most extras: heated seats, a hands-free phone system, a sunroof, and more.

Simon: You want my advice, right? This is my best advice.

Unit 11

LISTEN page 247 11.3

1. Halina wants to be a cashier at a store.
2. Halina was at a job interview today.
3. Halina's job application was on a computer.
4. The questions on the application were hard to answer.
5. The store isn't hiring people right now.
6. There were some tricky questions on Halina's job application.
7. All of the questions on Halina's job application were about her work history and education.
8. Employees should be ready to work at the beginning of their work time.

EXERCISE 6 pages 253–254 11.4

Shafia: So, your application for BigMart was on a computer. Were you OK with that?

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Halina: Sure. I know a lot about computers. The computer was an important part of my job in Poland.

Shafia: What was your job in Poland?

Halina: I was a department manager in the shoe department of a big store. Part of my job was to write reports and order supplies.

Shafia: Were there a lot of questions about your job history? American employers are very interested in that.

Halina: Yes, but I have a very short job history. That was my only job for ten years.

Shafia: Was it difficult to find references? I worry about that. I don't know many people here.

Halina: You can ask Dorota. She's one of my references. And two references were my college teachers. It wasn't difficult to find references. People are happy to be a reference for you.

Shafia: Were there any questions about U.S. work customs? Those are difficult. I don't know much about work customs here.

Halina: There were some questions. But they weren't difficult to answer. There were three possible answers. It was easy to choose the correct answer most of the time.

LISTEN page 256 11.7

1. Halina made mistakes in her job interview.
2. Halina's interview was at a department store.
3. Halina saw an ad for a sales job in a newspaper.
4. Halina complained about her old job at the interview.
5. Halina was late for the interview.
6. The interview was easy for Halina.
7. Dorota gave Halina some good advice.
8. Dorota told Halina to look at websites for information about companies.

EXERCISE 12 page 262 11.8

Halina: Thanks for your advice about interviews, Dorota. Unfortunately, I didn't get the sales position. But I had another interview this morning.

Dorota: That's great!

Halina: Yes! It was for a position at another company. I didn't make any mistakes this time.

Dorota: Good for you. I knew you would be better prepared this time.

Halina: Yes, I was. I drove to the building the day before the interview. I found a parking lot nearby. I was on time because I knew where to park.

Dorota: I'm sure you felt more relaxed because you were on time.

Halina: Yes, and because I was prepared. I learned about the company online first. I told the interviewers positive things about their company. I didn't complain about my old job.

Dorota: Were their questions tricky?

Halina: They asked about my work experience. They didn't ask about children.

Dorota: Don't worry, Halina. They can't ask any personal questions in a job interview.

Halina: Really? Why not?

Dorota: It's against the law.

Halina: I didn't know that. I'm glad, because personal questions can be tricky.

Dorota: I'm glad you had such a good interview.

Halina: Me, too. I sent them an email to thank them as soon as I got home. I told them I really want the job.

Dorota: I hope you get it!

LISTEN page 264 11.11

1. Matt works at a health club.
2. Matt likes to be active.
3. Many jobs of the future are going to be in health services.
4. Matt went to a community college.
5. Matt worked during his school years.
6. Matt has a temporary job now.
7. Matt thought about a job in fitness.
8. Matt trained at the athletic club.

Unit 12

LISTEN page 279 12.3

1. Simon, Dorota, and their friends are at Simon's house.
2. Maya walks to her new school.
3. Victor and Lisa aren't comfortable in their new apartment.
4. Dorota gave Halina some good advice.
5. Halina's going to change jobs soon.
6. Halina's very busy now. She can't volunteer.
7. Victor wants to volunteer.
8. Marta and Simon are going to have a meeting for volunteers.

EXERCISE 4 pages 283–284 12.4

Part 1

Dorota: We need more volunteers this year. There's a lot to do. Sometimes we don't get enough volunteers to help all the newcomers.

Victor: What else do volunteers do?

Simon: Well, many newcomers don't know how to drive in the United States. They aren't sure about the rules on American roads. Volunteers can help people with their driving practice. Tomorrow, Dorota and I are going to meet with a group of newcomers. One young man has to drive to work every day. I practiced with him yesterday. But I'm going to be busy next week.

Lisa: I want to help him. But I don't have a car yet.

Simon: That's OK. This newcomer bought a good used car last month. He doesn't need to use someone else's car.

Part 2

Dorota: Next Thanksgiving, we're going to prepare a holiday dinner for newcomers. We're looking for volunteers now. It's difficult to find people right before a holiday. Everyone is so busy then.

Halina: Peter and I want to help you. I can cook.

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Dorota: Thanks, Halina. I'm going to tell my friend Sue about you. Sue and her husband, Rick, prepare holiday meals every year in a school in her neighborhood. Their holiday dinners are very popular with newcomers. Last year, fifty newcomers came. There weren't enough volunteers. They didn't have enough food. So I volunteered to help them. I got the extra food from the deli. Everyone had a wonderful time.

LISTEN page 288 12.7

1. Marta is having a volunteer meeting at a hospital.
2. Marta's asking Rhonda about her volunteer activities.
3. Rhonda works in a medical supply company.
4. Doctors and hospitals give medical supplies to Rhonda's group.
5. Rhonda's program gives wheelchairs and eyeglasses to poor people.
6. Rhonda went to South America.
7. Rhonda's going to bring supplies to people in small villages in Africa.
8. Last year, a sick boy had an operation in the United States.
9. People have to volunteer full time.

EXERCISE 10 pages 294–295 12.8

Marta: This is Elsa. She volunteers to help older people. She works with a neighborhood group. She works one week each month.

Woman: Are you going to work this week, Elsa?

Elsa: Yes, I am. I'm going to help an older woman in my neighborhood. She can't see very well, and she lives alone.

Man: How are you going to help her?

Elsa: I'm going to take her to a doctor's appointment tomorrow, and I'm going to take her to the supermarket on the weekend.

Woman: What does this woman do all day?

Elsa: She goes to the gym two days a week. She exercises in a swimming pool.

Woman: Does she have to take the bus to the gym?

Elsa: No, she doesn't. Another volunteer takes her.

Woman: Can she swim?

Elsa: She doesn't exactly swim. She takes a special class for seniors. It's exercise in the water.

Woman: When did she start these classes?

Elsa: She started the classes twenty years ago. She says, "This class is responsible for my long life." She's ninety years old!

Man: How did you find this job, Elsa?

Elsa: I heard about it from a friend in the neighborhood. We're always looking for more volunteers. Who wants to help us?

Woman: I do! When can I start?

Elsa: You can start tomorrow.

Woman: Great. Where should I go to sign up?

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